# Metrics Subcommittee for Accountability Redesign

Meeting #4

February 12, 2026

# Welcome

# Public Comment

# SAR Membership

| Member Name | Affiliation |
|---|---|
| Tim Hughes | State Board of Education & CIEE |
| Patricia Charlton | College of Southern Nevada & CIEE |
| Sean Parker | Community & CIEE |
| Sebastian Rios | Student |
| Adam Young | Superintendent & CIEE |
| Melissa Mackedon | Exec. Dir.  State Sponsored Charter School |
| Irene Bustamante-Adams | President Clark County SD Trustee |
| Rebecca Dirks-Garcia | Former NV PTA President & CIEE |
| Aida Perez | Educator |
| Desiree Veloz | Principal |
| Kathryn Witaker | Trustee – Churchill County School District |
| Yvonne Wagstaff | Trustee – Douglas County School District |
| Peter Zierhut | Business & CIEE |
| Ricky Medina | Technical/District Accountability Director |
| Joe Ernst | Superintendent Washoe County SD |
| Victor Wakefield | State Superintendent |

# Purpose and Role

The purpose of the Metrics Subcommittee for Accountability Redesign (SAR) is to develop recommendations for a new NDPF and refined NSPF which includes such decisions as:

- Specifying indicator calculations and business rules
- Determining performance expectations
- Developing aggregation and reporting rules

Your role is to:

- Participate and engage openly and honestly
- Share your views and reflect the interests of your organization(s) and constituencies
- Consider the information and perspectives presented in this group

*The SAR provides recommendations to NDE. The recommendations will be considered with other sources to inform final decisions. Committee members are considered part of a closed cohort and we respectfully ask that designees not be sent in instances where a meeting conflict occurs.*

# Group Norms and Decision Making

- **Actively participate** in discussions, but also draw others into the conversation

- **Respectfully listen** to all opinions and perspectives

- **Weigh pros and cons** of different alternatives with the goal of coming to group consensus.

  - When necessary we will make decisions by majority vote

  - If agreement cannot be achieved dissenting views and rationales will be clearly documented

- In discussions with others about the content of these meetings, **attribute ideas to the committee not to individuals**

# Today's Agenda

9:00    Welcome and introductions; public comment

9:15    Preliminary survey and interview results

10:30   Break

10:45   Draft District Performance Framework

11:15   Discussion: Draft framework and proposed indicators

12:00   Lunch

1:00    Continue discussion of the draft framework and indicators

2:45    Break

3:00    Discuss performance levels, aggregation and decision rules

4:15    Public comment

4:30    Adjourn

# Your One-Stop Shop for Information About this Project

https://doe.nv.gov/boards-commissions-councils/metrics-subcommittee-for-accountability-redesign
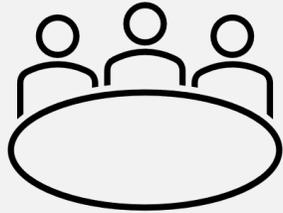
Short link:

https://bit.ly/NV-SAR

# Preliminary Survey and Interview Results

# Goals for this Session

1. Share some *early* findings from the constituent survey and interviews

2. Elicit your reactions to the findings, your thoughts about their implications for the SAR's work, and your suggestions for additional analyses.
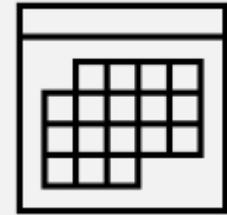
# Constituent Survey

## Purpose
Gather input from a wide range of constituencies to inform NDPF design

## Format
Online, 10 minutes, customized to role, mostly selected-response items

## Timeline
Open through January; analysis ongoing

# Constituent Interviews

- Interviewing six Nevada education leaders (five interviews completed, one scheduled for later this month)

- Participants represented CCEA, NSEA, NASS, Opportunity 180

- Interview covered understanding and use of NSPF, priorities for NDPF, and perceived challenges & opportunities

*Today, we'll share relevant interview content as we're discussing the survey results. We haven't yet systematically analyzed the interview data.*

# Survey Respondents

- Approximately 2040 individuals accessed the survey; many exited after responding to the question about primary role (this is typical for this type of survey).

- Responses to most individual questions ranged from approximately 1100 to 1500.

- On the question about primary role, 13 selected "I do not currently interact with the K-12 education system" and were exited from the survey.

- Response to question about primary role determined which version of the survey respondent took.

  - Version 1: First 4 roles (teacher, school leader, district leader, other school or district staff; N=~1400)

  - Version 2: All other roles (N=~500)

  - Background questions differed; substantive questions were, for the most part, identical

# Survey Respondents' Primary Roles

| Role | Percentage/N |
|---|---|
| Teacher or classroom educator (including paraprofessional and specialist) | 44.0% (N=899) |
| School leader (e.g., a principal or assistant principal) | 14.5% (N=296) |
| District leader (e.g., a superintendent or central office staff member) | 5.6% (N=115) |
| Other school or district staff (e.g., a counselor, coach, nurse, finance professional, or media specialist) | 8.7% (N=177) |
| Parent or other caregiver | 16.6% (N=338) |
| Student in a K-12 school | 0.8% (N=17) |
| Government or policy official (e.g., a legislator or school board member) | 3.3% (N=68) |
| Business owner or workforce group representative | 0.3% (N=7) |

Question: *What is your primary role in interacting with the K-12 public education system right now? (select one option)*

Respondents also included small numbers of researchers, nonprofit/community group members, and higher ed reps

# Majority of Educator Respondents Reported 16 or More Years of Experience

| Response | Percentage |
|---|---|
| Fewer than 5 years | 10.5% |
| 5-10 years | 17.3% |
| 11-15 years | 16.4% |
| 16-20 years | 16.0% |
| More than 20 years | 39.5% |

Question: *For approximately how many years have you worked in the field of education? (select one option)*

N=1388

# Additional Educator Respondent Characteristics

- 20% reported working in a charter school or for a charter sponsoring organization

- 52% reported working on Clark County, 15% in Elko County, 9% in Washoe County; two counties had no respondents (Esmeralda and Eureka)

- 4 urbanicity categories were well represented

  - 43% city

  - 18% suburb

  - 16% small town

  - 22% rural

# Characteristics of Respondents who Reported Roles Other than as Educators

- Of 541 respondents in non-educator roles, 338 (62%) were parents/caregivers

- 42% reported living in Clark County, 31% in Douglas County, 9% in Washoe County; two counties had no respondents (Eureka and Lander)

- Compared with educator sample, respondents in this group were less likely to report living in cities

  - 21% city

  - 33% suburb

  - 28% small town

  - 18% rural

# The Survey Addressed Five Broad Topics

1. Perspectives on district accountability

2. Perspectives on NSPF and star ratings

3. Use of the Nevada Accountability Portal

4. Priorities for evaluating high schools

5. Other suggestions for improving accountability in Nevada

*Survey topics and question wording were informed by input from NDE and the SAR.*

# The Survey Addressed Five Broad Topics

1. Perspectives on district accountability

2. Perspectives on NSPF and star ratings

3. Use of the Nevada Accountability Portal

4. Priorities for evaluating high schools

5. Other suggestions for improving accountability in Nevada

# Large Majorities Preferred Evaluating Districts Based on Factors Unique to Districts
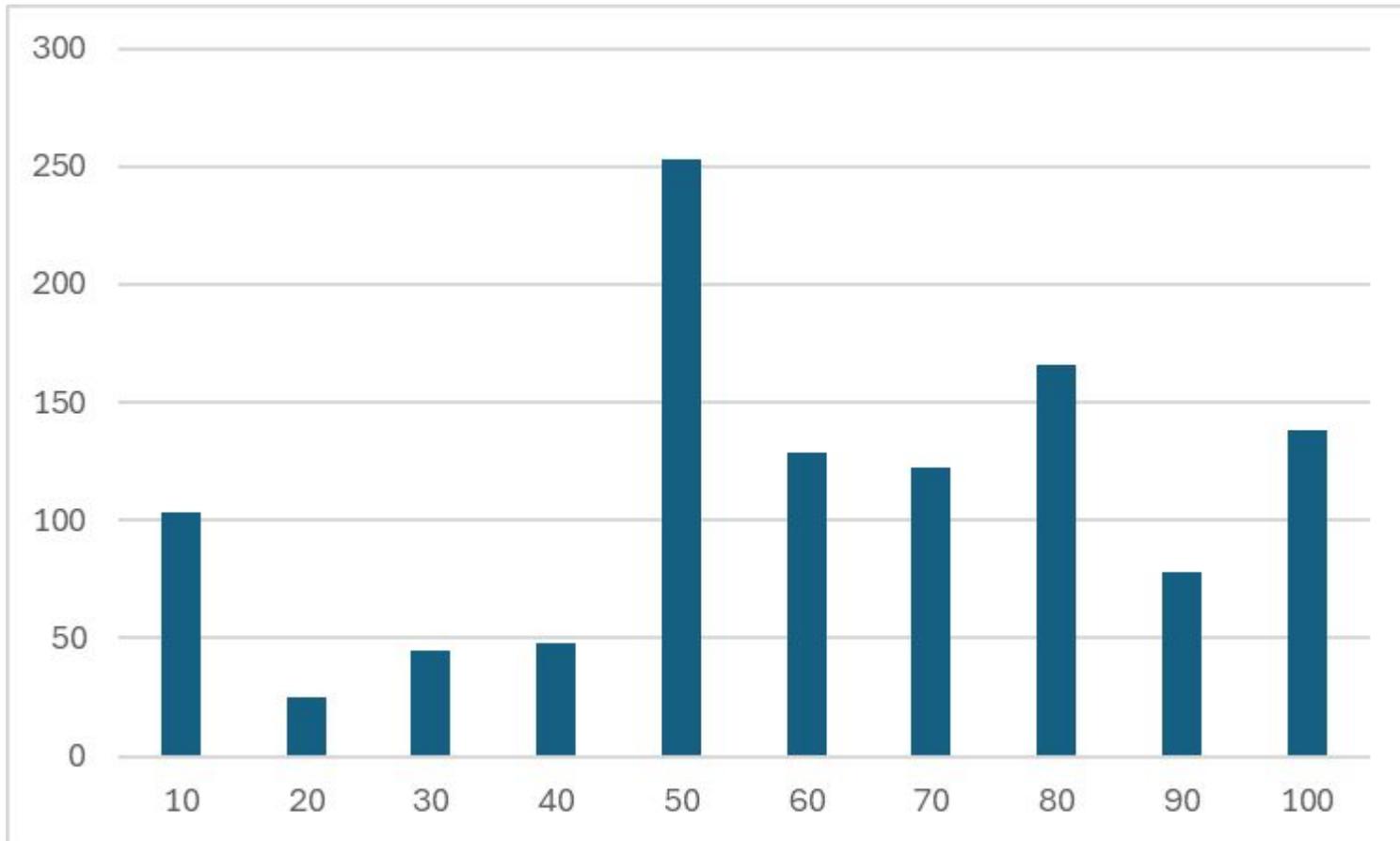


Question: *We're interested in your views on whether districts and schools should be evaluated in the same way. Please move the slider to indicate how much emphasis you believe should be given to factors that are included in school accountability ratings (such as test scores and graduation rates) versus factors that are unique to district responsibilities (such as providing high-quality professional development or curriculum support).*

High numbers indicate preference for factors unique to districts.

N=1107

# Respondents Expressed Support for Incorporating a Variety of Indicators into District Accountability

| Indicator | Percentage selecting probably or definitely yes |
|---|---|
| Academic achievement (e.g., performance on standardized tests) | 76.2% |
| Academic growth (e.g., test score changes from year to year) | 85.9% |
| High school completion (e.g., graduation rates) | 87.6% |
| College readiness (e.g., performance in Advanced Placement (AP), International Baccalaureate (IB), or dual enrollment courses; SAT/ACT scores) | 78.1% |
| Career or job market readiness (e.g., completion of career pathway courses, internships, certifications) | 86.9% |
| Civic readiness (e.g., students' understanding of the rights and responsibilities of citizenship) | 84.6% |
| Military readiness (e.g., ASVAB scores, enlistment preparation) | 50.6% |

Question: *Would you recommend holding districts accountable for the following aspects of student performance? (select one option in each row)*

N=1412

# Respondents Expressed Support for Incorporating a Variety of Indicators into District Accountability (Cont.)

| Indicator | Percentage selecting probably or definitely yes |
|---|---|
| Student attendance (e.g., chronic absenteeism) | 47.6% |
| Student engagement (e.g., interest in learning, participation, sense of belonging | 76.2% |
| Student discipline (e.g., suspensions, expulsions) | 73.9% |
| Broad indicator of academic performance (beyond core areas covered by state tests) (e.g., art, multiple languages) | 75.5% |
| Cross-cutting (or transferable) skills such as communication, collaboration, and critical thinking | 83.4% |
| Mastery of skills that meet the needs of local employers | 78.9% |
| Mastery of technology-related skills | 83.1% |

Question: *Would you recommend holding districts accountable for the following aspects of student performance? (select one option in each row)*

N=1412

# Most Respondents Would Find Star Ratings for Districts at Least Somewhat Helpful

| Response | Percentage |
|---|---|
| Not helpful at all | 10.8% |
| Not particularly helpful | 16.5% |
| Somewhat helpful | 40.2% |
| Very helpful | 30.2% |
| I'm not sure | 2.4% |

Question: *The Nevada School Performance Framework (NSPF) provides Star Ratings annually to each public school, with short explanations at each level. These ratings are based on points earned for NSPF indicators such as academic achievement, graduation rates, and student engagement. If you were trying to understand how districts and schools are doing or decide where to enroll or get involved, how helpful would this kind of rating be for rating district performance? (select one option)*

N=1409

# Majorities Think District Accountability Should Address District Practices

| Practice | Percentage selecting quite a bit or a great deal |
|---|---|
| Talent management and educator capacity building | 73.9% |
| Supports for high quality instruction | 93.3% |
| Supports for student well-being | 87.9% |
| Governance, vision and constituent engagement | 69.35% |
| Data systems, compliance, and continuous improvement | 56.3% |
| Strategic resource use and financial stewardship | 43.4% |

Question: *Districts use a range of practices to support school and student success. For each practice below, how much do you think the district accountability system ought to take it into account? (select one option in each row)*

N=1404

# Interviewees Identified Several DPF-related Challenges

*Examples* of quotes (lightly edited)

Factors beyond districts' control, including budget constraints

"You have a rural district… that declared a fiscal emergency, and it's now looking at combining schools and layoffs…You have 2 to 3 other rural school districts that are on the verge of it. How are you going to hold a school district accountable when we're starting to lose the ability to do the basics because we don't have the funding?"

Perceptions that DPF will be punitive

"What they're doing now, which is revamping a system that's designed to have failing schools…Why the punishment?  We have a growth model for teachers. Why don't we have growth models for districts and schools?"

"The punitive labeling,...it doesn't seem to have an impact on the community.Now, our pundits, those anti-public ed, I guess, at this point in time, of course you're going to use it, because it's a great excuse to open a charter school."

# Interviewees Identified Several DPF-related Challenges (Cont.)

**Interpretation and use challenges**

"What happens when you have three-star schools, but the district's a two-star? What are people supposed to think about that? So, no, my vote would be that the district should simply be a mathematical aggregation of the school reports."

"I think as things get more complex and less transparent, folks don't understand it as much… becomes a policy problem."

**Threats to local autonomy**

"The state should… do some of the research around, like, these are the HQIM that we think are aligned… these are the best practices…But they should be, at the end of the day, kind of the person who determines the what, and allow the districts to determine the how."

**Gamability, especially in high school**

"Graduation rates can be inflated based on different things, and that's a heavy weight in high school. And "credits" can be inflated if, like, who's credit deficient… folks can get transferred to an independent study program or an online school… There's more ways to game the system."

**Desire for clearer state vision and coherence**

"I just believe if we all have the North Star, we can come together and look at those improvements. … I want the state to take on a more active role. And not as only a hammer, but also as a support mechanism to help."

# Interviewees Differed on Opinions About Growth Measures and Cross-Cutting Skills Assessment

Interviewees reported valuing growth measures, but interviewees identified limitations related to high-performing students:

"We had a kid who [received a very high score]…, and we got penalized because he didn't show the same growth that his counterpart did, or whatever. And in my mind, any kid in the 80th percentile and above, they're going to be fine."

"I think proficiency should be weighted higher…as you get to a point where ideally proficiency gets to 75%, you're not going to be seeing the same growth, right? There's a world we want to live in, which is that we do have students, we do have a lot of students, you know, 65-70% plus that are proficient, and then growth becomes almost harder to achieve. And so I think the system needs to account for that."

Interviews suggest interest in measuring a broad set of student competencies, but some acknowledged the challenges and urged caution.

"Oh, the sticky wicket that gets into, it would take millions and millions and beyond my lifetime and yours, in order to get a valid measurement that you could do efficiently, effectively, with rigor, across time, across all students, in all situations. Yes, it's a noble thought, but in an accountability model, do I think we're gonna get there?"

"Proficiency, growth, ACT. That's our jam. So I would think those are the main things that we would prioritize."

# The Survey Addressed Five Broad Topics

1. Perspectives on district accountability

2. Perspectives on NSPF and star ratings

3. Use of the Nevada Accountability Portal

4. Priorities for evaluating high schools

5. Other suggestions for improving accountability in Nevada

# A Large Majority Reported Familiarity with NSPF
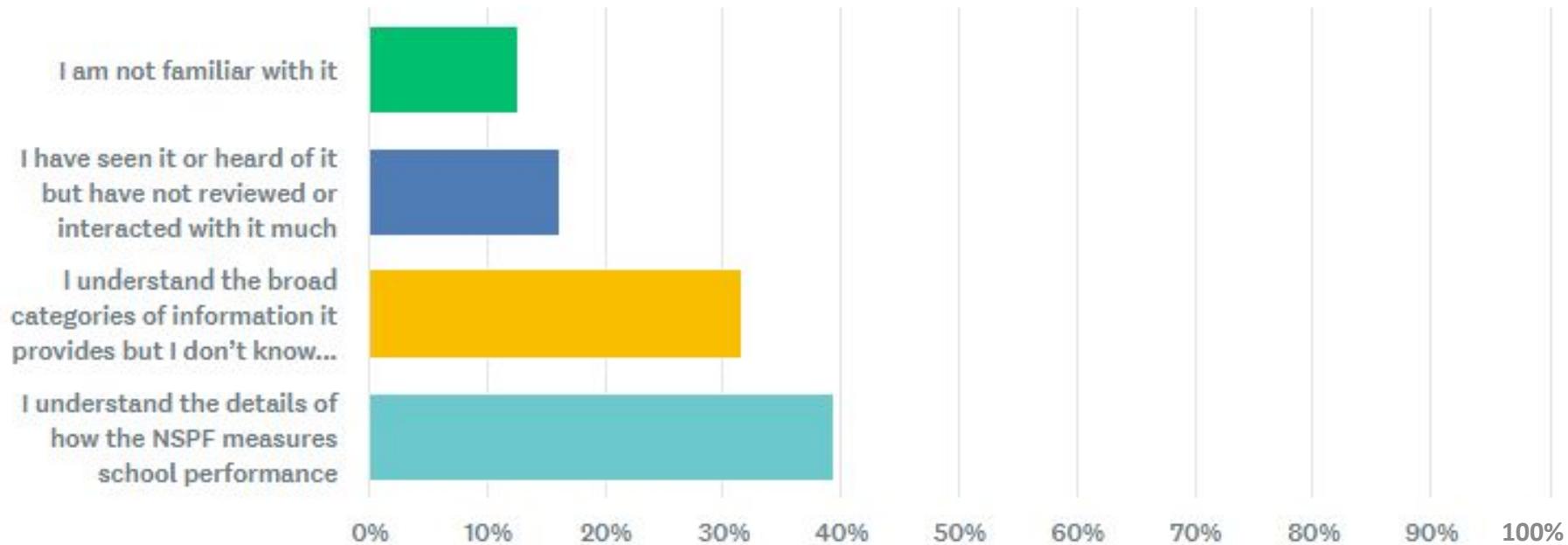


Question: *How familiar are you with the Nevada School Performance Framework (NSPF)? (select one option)*

N=1403

# Opinions About Star Ratings Were Mixed

- Roughly two thirds of respondents indicated that the purpose and composition of star ratings were somewhat or very clear to them

- Slightly fewer said the same about how star ratings can be used

- More respondents indicated that star ratings tend to be too low (37.2%) than too high (14.1%)

# Majority Reported that the NSPF Met Their Needs for School Performance Information to a Moderate Extent
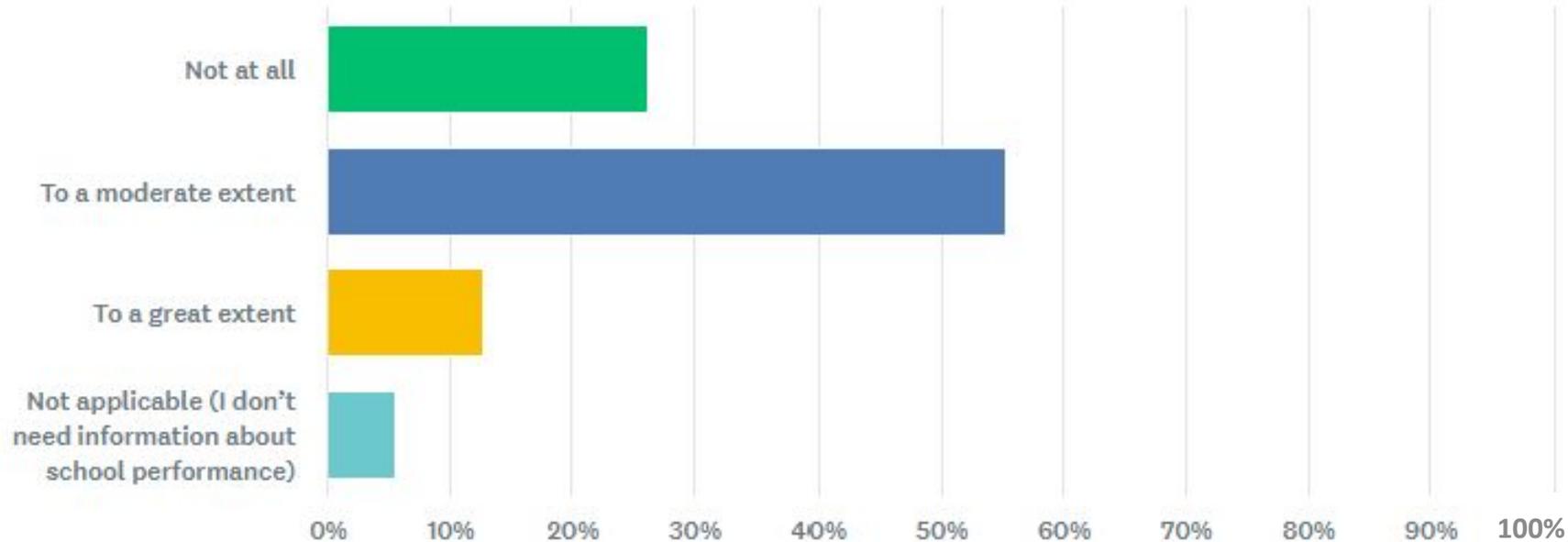


Question: *To what extent is the NSPF meeting your needs for information about school performance? (select one option)*

N=1139

# Many Respondents Indicated Dissatisfaction with Information Included in Star Ratings

- In response to the question, "Do you believe the star ratings leave out important information?"
  - 57.7% marked yes
  - 12.3% marked no
  - 30% said they were unsure

- Respondents who marked yes could provide an open-ended response to elaborate.
  - Common responses included a need for more comprehensive/holistic outcomes, student well-being, high-quality instruction.
  - Respondents also wanted more attention to resource constraints and other factors perceived as outside schools' control.
  - A few respondents mentioned gamability and lack of transparency.

# Several Interviewees Described Limitations of Star Ratings

"Families assume a 4 or 5 star school means that students are reading or doing math on grade level, and that's not the case…You could have a 4- or 5 star school where still less than half of the kids are reading and doing math on grade level."

"The computation or algorithm that is used to determine the star rating is well understood. Well understood means that people have found loopholes in how to kind of stack the cards in their favor."

"it becomes so watered down that it becomes a 1, 2, 3, 4, or 5 star, right? Without understanding what components are within that. So we tout the number of 3-star schools to become 5-star schools. What on earth did they do, and what are they doing better at?...Is it just because they increased the number of students who were testing that year? … We need to have a more global picture, and almost like a report card for what schools are doing well at."

"We are not spending much time using the state's accountability system to drive anything that we do, quite frankly…The things that matter the most are the assessments and the information that's closest to the student and closest to the teacher at the time. We've really tried to shift our narrative and shift our focus around more formative assessment and more of the performance-based assessment systems that really show what a student's learning. Our board has been pretty open and transparent about the idea that they don't care too much about the star rating system and NSPF."

# The Survey Addressed Five Broad Topics

1. Perspectives on district accountability

2. Perspectives on NSPF and star ratings

3. Use of the Nevada Accountability Portal

4. Priorities for evaluating high schools

5. Other suggestions for improving accountability in Nevada

# 65% of Respondents Reported Accessing the Nevada Accountability Portal (Nevada Report Card)

These respondents were asked to rate the usefulness of several types of information in the portal.

| Information | Percentage selecting moderately or very useful |
|---|---|
| Overall school star rating | 66.6% |
| Detailed school-level data on achievement, graduation rates, or other measures | 79.4% |
| "Compare schools" feature | 63.3% |
| Districtwide data | 71.5% |
| Statewide data | 64.3% |

Question: *Below we list some of the information provided on the current school report card through the Nevada Accountability Portal (Nevada Report Card). Please indicate the degree to which you find each type of information useful. (select one option in each row).*

N=830

# Some Respondents Identified Resources to Help Them Better Use the Information on the Portal

- The most common responses were:

  - Clearer explanations using everyday language (25.5%)

  - Easier-to-find online information about schools (18.9%)

  - A short video or visual overview (12.3%)

  - Direct outreach from a school, district, or state education office (9.9%)

- 10.5% reported not having a strong need to review school report cards in more detail

# The Survey Addressed Five Broad Topics

1. Perspectives on district accountability

2. Perspectives on NSPF and star ratings

3. Use of the Nevada Accountability Portal

4. Priorities for evaluating high schools

5. Other suggestions for improving accountability in Nevada

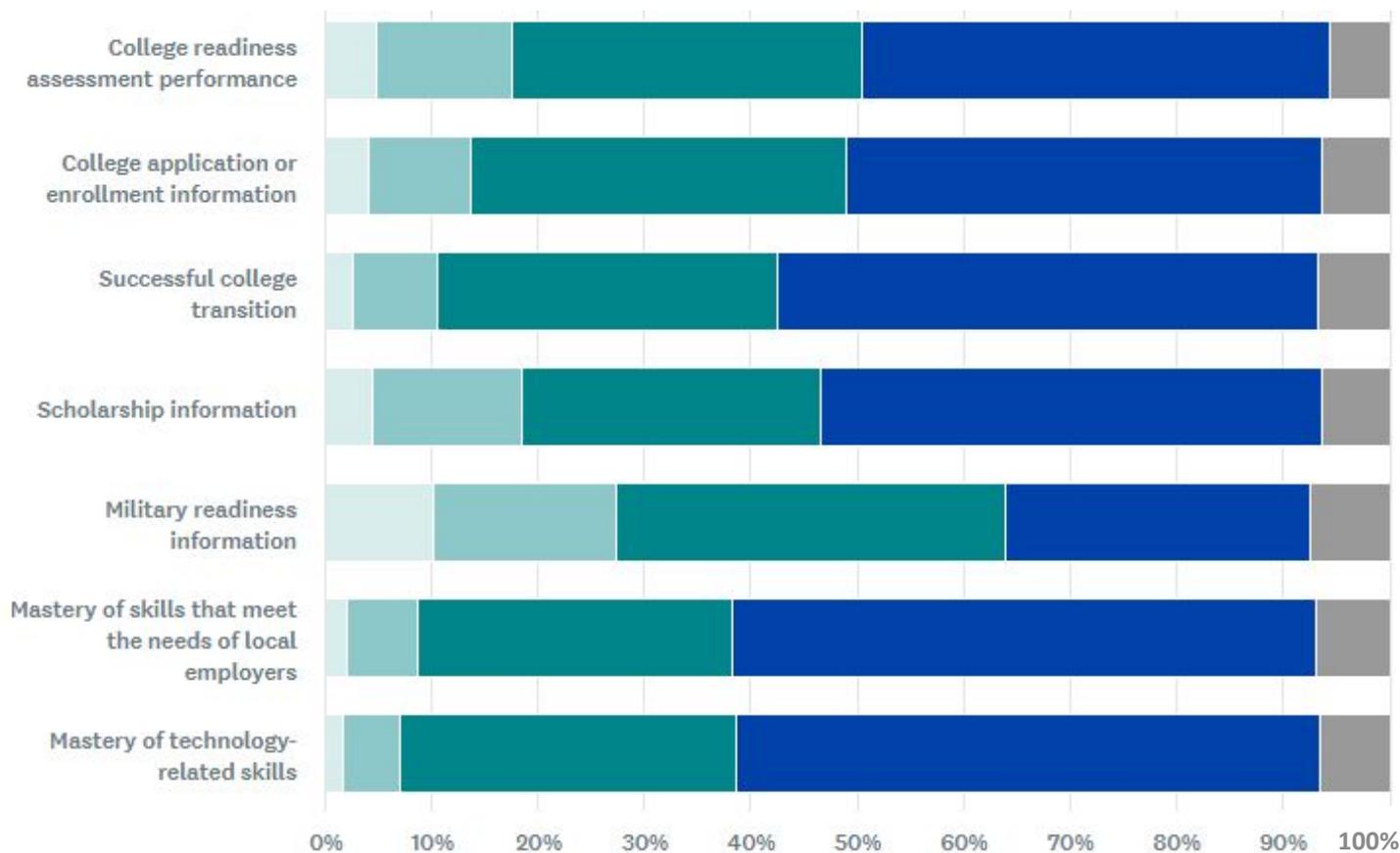# Majorities Rated Each High School Indicator as Somewhat or Very Important
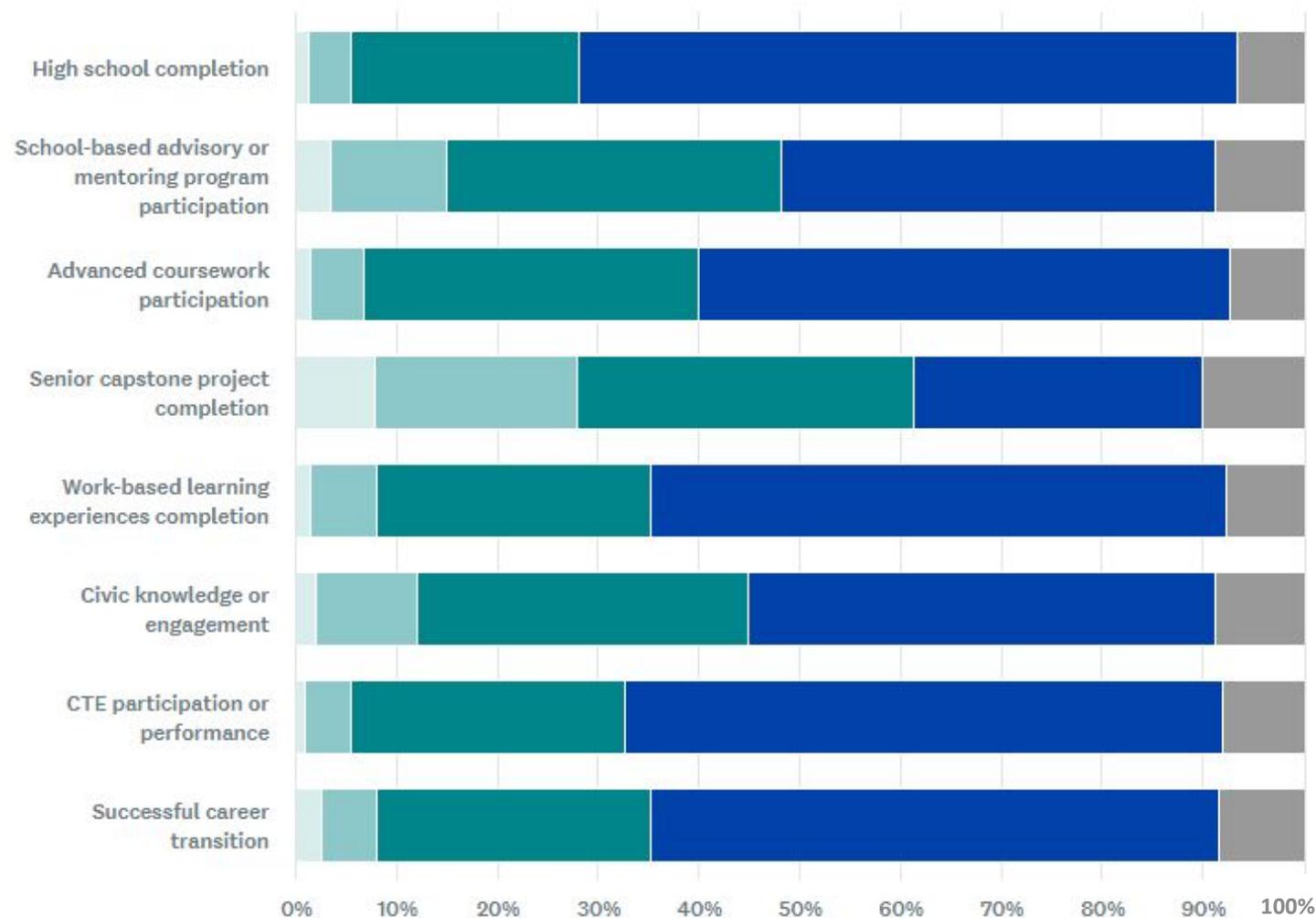
Question: *High schools use many strategies to prepare students for life after graduation. How important is each of the following types of information for understanding how high schools are preparing students for college, careers, and community life? (select one option in each row)*

N=1199

Chart categories (top to bottom): High school completion; School-based advisory or mentoring program participation; Advanced coursework participation; Senior capstone project completion; Work-based learning experiences completion; Civic knowledge or engagement; CTE participation or performance; Successful career transition

Legend: Not important at all; Not particularly important; Somewhat important; Very important; I'm not familiar with this …

# Majorities Rated Each High School Indicator as Somewhat or Very Important (Cont.)

Question: *High schools use many strategies to prepare students for life after graduation. How important is each of the following types of information for understanding how high schools are preparing students for college, careers, and community life? (select one option in each row)*

N=1199

Chart categories (left axis):
- College readiness assessment performance
- College application or enrollment information
- Successful college transition
- Scholarship information
- Military readiness information
- Mastery of skills that meet the needs of local employers
- Mastery of technology-related skills

Legend:
- Not important at all
- Not particularly important
- Somewhat important
- Very important
- I'm not familiar with this ...

# Full item wording for question about high school indicators (for reference)

- High school completion information (e.g., graduation rates, dropout rates)
- School-based advisory or mentoring program participation
- Advanced coursework participation or performance (e.g., AP, dual credit)
- Senior capstone project completion (e.g., senior thesis, graduation portfolio)
- Work-based learning experiences completion (e.g., internship, apprenticeship)
- Civic knowledge or engagement information (e.g., completion of a service-based learning project, community debate participation)
- Career or technical education participation or performance (e.g., credits, badges)
- Successful career transition (e.g., placement into choice position, readiness for work without further training or remediation, job retention)
- College readiness assessment performance (e.g., ACT/SAT)
- College application or enrollment information (e.g., applications submitted to 2- vs. 4- year colleges, accepted into college of choice)
- Successful college transition (e.g., placement into credit earning courses, earning a grade of B or better in select courses)
- Scholarship information (e.g., number of scholarships applied for vs. received)
- Military readiness information (e.g., ASVAB scores, enlistment preparation)
- Mastery of skills that meet the needs of local employers
- Mastery of technology-related skills

# The Survey Addressed Five Broad Topics

1. Perspectives on district accountability

2. Perspectives on NSPF and star ratings

3. Use of the Nevada Accountability Portal

4. Priorities for evaluating high schools

5. Other suggestions for improving accountability in Nevada

# Sentiment Analysis Suggests a Need for Careful Communication about the DPF

😊 Positive: 3%    😐 Neutral: 47%    ☹ Negative: 48%    ❓ Undetected: 1%

*Example responses*

- "The district needs to be held accountable to all of the things on paper, but those things can not be in lieu of supporting what is actually happening in classrooms."
- "There are so many factors to student success far beyond what the teacher and school can control. Rating us accordingly is unfair to all."
- "Nevada school district accountability should rely on trust, high teacher professionalism, and "intelligent accountability" rather than standardized testing or rankings."
- "Some important factors to take into account is includes student population and school context. For example, when schools improve attendance and reduce chronic absenteeism, they may lose supplemental funding tied to need, which can unintentionally reverse progress. This creates a cycle where schools are, in effect, penalized for improvement rather than supported to sustain gains."
- "Since it was developed more than a decade ago, much has happened in the field of public education. Nowhere is any attention given to artificial intelligence. And scant attention is devoted to Career and Technical Education (even though Nevada districts have some of the leading schools in the nation in the category of CTE)."

# Table Discussions

In your tables, please discuss the following questions.

1. Which of the findings, if any, have implications for the design of the DPF?

2. Did anything surprise you?

3. What additional information (e.g., breakdowns by role or urbanicity, more details from interviews or open-ended responses) would be most helpful for informing the SAR's work?

You'll have 20 minutes to discuss these questions, and we'll spend 10 minutes sharing with the full group.

# Draft District Performance Framework

# SB 460 Key Provisions

Let's start with a review of some key requirements in SB460 that must be addressed in the framework:

1. Establish an annual process for evaluating how school districts and charter sponsors are performing overall, based in part on aggregated school-level results and progress toward clearly defined district-wide achievement and performance targets.

2. Apply uniformly to all school districts and charter schools

3. Provide for the monitoring and oversight of the operations of, and allocation of resources by school districts and sponsors of charter schools

4. Establish mechanisms for public reporting including detailed analysis of progress

5. Requires designations of low-performing and underperforming and includes some criteria for these designations

# Our Progress

- Identified priority users and uses for accountability
- Developed guiding design principles
- Initiated work to define and specify the Theory of Action
- Discussed the NSPF and considered models for how it should relate to the DPF, settling on a hybrid (overlapping Venn diagram)
- Reviewed some candidate domains for the DPF
- Reviewed some candidate indicators (inputs and outputs) within these domains

# Initial Draft of the DPF

- In order to continue progressing from foundations to more specific recommendations, we feel it's important to draft an initial framework for your review
- The draft framework we'll present today is a first step. It is:
  - Partially complete
  - High-level
  - Contains some illustrative (not final) indicators
- We hope to use it both as a temperature check (i.e. are we heading in the right direction?) and as mechanism to help guide ongoing work

# Three Tiers

- **Tier 1, Foundations:** Core conditions and essential inputs needed for districts to function effectively (necessary but not sufficient)

- **Tier 2, Performance:** Outcome-focused indicators, including <u>district</u> indicators and <u>school</u> indicators. The latter is largely represented by the current NSPF.

- **Tier 3, Reporting & Support:** Addresses data collection and monitoring, public reporting, and improvement initiatives

# DPF Illustration



Tier 1: Foundations

Core conditions and inputs

Tier 2: Performance

2A. District Performance          2B. School Performance (NSPF)

Tier 3: Reporting and Support

Data collection and monitoring    Public reporting    District and School Improvement Initiatives
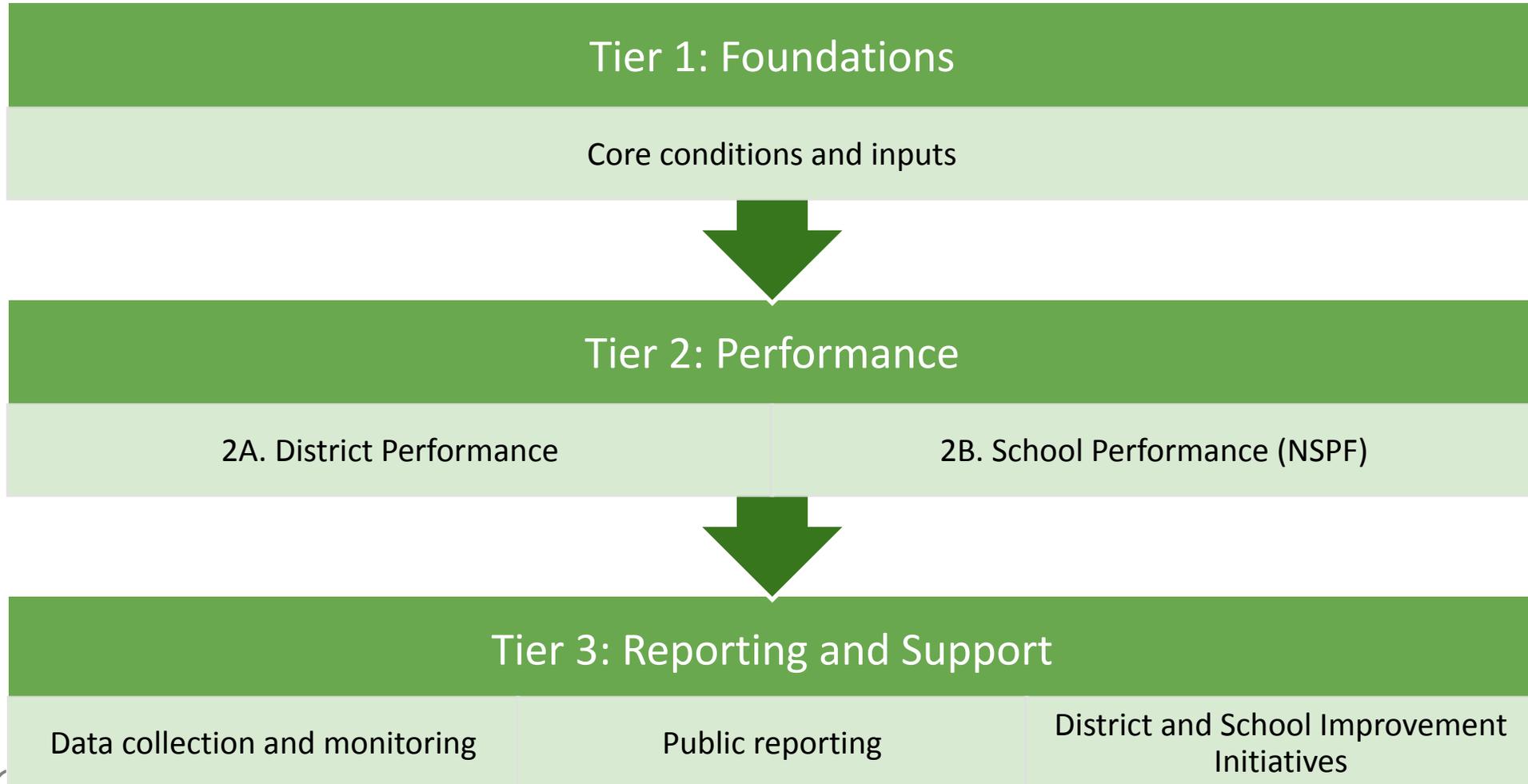
# Identifying potential indicators for the DPF

The initial list we'll review today is informed by:

- Priorities of CIEE
  - World class teachers and leaders
  - Next generation career pathways
  - Measuring what matters
- Initial review of results from statewide survey, which contains support for both continuing 'traditional' indicators and broadening the system
- Feedback from previous SAR meetings, focusing on the six core domains

# Feedback from the SAR

**SAR Feedback on Domains and Indicators**

- Mixed views on which domains should inform ratings versus monitoring, reporting, and support

- However, no domain was fully excluded from the framework, including those informing ratings

- Many domains/ indicators are not well suited to fine-grained differentiation of district performance

- A range of ideas for indicators were proposed.  SAR members recognized these require additional investigation and discussion.

# Implications for the Framework

- We attempt to provide more breadth in Tier 1, drawing on the idea of creating 'minimum thresholds' across the domains
- For Tier 2 we propose a "starting core" primarily informed by two extant sources:
  - Acing Accountability
  - NSPF
- Tier 3 will be further developed in future versions of the framework, but we can use it as a 'placeholder' for ideas during our discussion today

# Tier 1 Potential Indicators (1 of 2)

| | |
|---|---|
| Effective Educators and Leaders | • The district has a strategy for recruiting and retaining highly qualified educators and leaders.<br>• The district has an induction and mentoring program for new educators and leaders.<br>• The district maintains a documented professional learning plan aligned to instructional priorities. |
| Instructional Support | • Evidence-based, high-quality reading and mathematics programs and primary instructional materials are used; all primary materials are on State-approved lists.<br>• The district provides assessment tools and guidance to monitor student progress.<br>• The district provides access to interventions (e.g., tutoring, special education, language learner supports). |
| Student Well-Being | • The district administers school climate or well-being surveys on a regular cycle.<br>• The district has policies and procedures to monitor attendance and address appropriate behavior.<br>• The district ensures access to behavioral, mental, or other supports either directly or through partnerships. |

| Governance and Engagement | • The District Performance Plan (DPP) contains strategic targets to improve student growth and proficiency in literacy and mathematics and increase the number of students graduating with the College and Career Ready Diploma. Charter authorizers collect the annual plan to improve the achievement of pupils from each of their sponsored schools.<br>• Board members receive regular training on governance roles, responsibilities, and ethics.<br>• The district provides opportunities for families, community members, and partners to engage in district decision making. |
|---|---|
| Systems and Improvement | • The district maintains data systems capable of supporting required reporting and internal decision making.<br>• The district conducts regular cycles of school and district improvement planning.<br>• The district has documented policies and procedures governing personnel and operations. |
| Resources and Finances | • The district has established budgeting, auditing, and financial oversight procedures.<br>• The district has a documented process to identify and address resource or opportunity gaps.<br>• The district maintains risk mitigation or sustainability plans to address fiscal uncertainty.<br>• Districts provide the percentage of the budget that is allocated toward salaries and benefits of all employees. |

# Tier 2A: Potential Indicators

- Decrease in unfilled positions, including those positions temporarily filled by substitutes, OR at least X% of classrooms have a licensed educator, not including a substitute, teaching in their endorsed area.

- The percentage of long-term substitute teachers and vacancies at Title I schools are within X% of such percentages in non-Title I schools.

- Success targets developed by each district show growth in response to school and community areas that will have an impact on student achievement.

- Access to advanced courses, access to advising and career counseling resources, availability of internships or work-based learning opportunities, access to co-curricular experiences and training

- Results from climate surveys from parents, teachers, and/or students

- Rating from profile of district finances (e.g, risk level, adequate funds to support priorities)

# Tier 2B: Potential Indicators

- Percent of K-3 students that meet or exceed their personalized learning growth goal in reading based on MAP or other qualifying assessments.
- Percent K-3 students that demonstrate progress on MAP or other qualifying assessments.
- Academic Growth in mathematics and ELA in grades 4-8 as measured by MGP and % Meeting AGP
- Proficiency in grades 3(4)-8 in mathematics, ELA , and science
- Proficiency in math, ELA, and science in High School
- Progress toward English language proficiency
- Chronic absenteeism rates
- Percent of 8th grade students students meeting high school readiness criteria
- Percent of 9th grade students earning sufficient credit
- Percent of MS students with academic learning plans
- Participation and completion of qualifying advanced coursework (i.e., AP, IB, dual enrollment) or approved CTE program
- 4 and 5 year adjusted cohort graduation rates
- Percent of students earning college and career ready diploma

# Tier 3: Illustrative Examples

**We'll focus on the development of candidate indicators more directly in future meetings. However, to illustrate the types of indicators that could be represented in this section, we present the following examples.**

- Information related to school safety and/or student discipline (e.g., suspensions, expulsions)
- Participation and/or performance in academic domains beyond those covered by state tests
- Measures of student engagement (e.g., survey results, participation in co-curricular activities)
- Opportunities to develop durable skills, including those prioritized by business and industry (e.g., collaboration, resilience, leadership, communication, critical thinking)
- Direct or indirect measures of durable skills
- District programs related to literacy and use of technology tools including AI
- Data related to student accomplishments post K-12 (e.g., college going rates, performance in core post-secondary courses, employment rates)

- Information related to talent management and educator capacity building
- Information related to district governance and community engagement
- Information related to resources and financial stewardship
- Supports for student well-being
- Supports for special populations
- District specific accomplishments (e.g., special programs, collaborations, and/or awards)
- Promising practices or model resources to share
- School improvement plans
- Outcomes from program evaluations

# Discussion

- What is your feedback on the framework overall?
  - Is the Tier structure on the right track?
  - What should be added or changed?  Why?
- What is your feedback on the potential indicators in each Tier?
  - Please use the worksheet provided to record your feedback and discuss as a group.

# Performance Levels, Aggregation and Decision Rules

# From Design to Action: Context

# From Design to Action

The remainder of the day is focused on **design preferences**, not technical feasibility.

- Understanding SAR preferences will move us closer to the mechanics of district ratings
- We want to answer the following question:

# From Design to Action

*How should accountability information be translated into judgments and decisions at the district level, where the DPF operates?*

# From Design to Action: In Light of ESSA

- Federal law requires the state to use the information from the indicators to make three main types of decisions:
  - **Comprehensive Support and Improvement (CSI)**, which are the lowest performing 5% of schools receiving Title I funds, and high schools with graduation rates less than 67%
  - **Targeted Support and Improvement (TSI)** identifies schools with consistently underperforming student groups
  - **Additional Targeted Support and Improvement (ATSI)** identifies schools with chronically underperforming student groups

# From Design to Action: In Light of ESSA

In spirit, designations (CSI, TSI, and ATSI) were always about support

- ESSA was never the ceiling; it was always the floor (think report cards and ratings)

# From Design to Action: In Light of ESSA

In spirit, designations (CSI, TSI, and ATSI) were always about support

- ESSA was never the ceiling; it was always the floor (think report cards and ratings)
- Without clear pathways to make the "how" of support happen, there were a lot of ESEA-flexibility-like systems in place (achievement, growth, grad rate, attendance, and a few others sprinkled in)



© Sidney Harris
sciencecartoonsplus.com
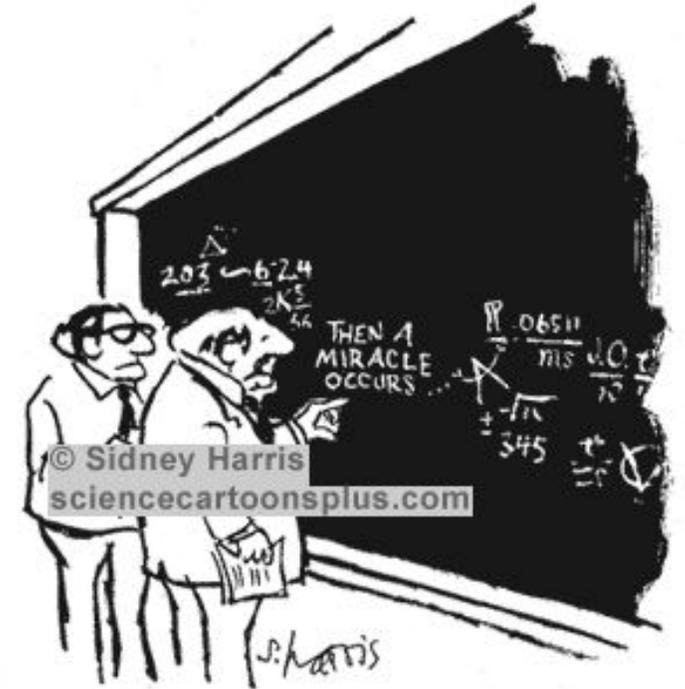
"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

# From Design to Action: In Light of ESSA

In spirit, designations (CSI, TSI, and ATSI) were always about support

- ESSA was never the ceiling; it was always the floor (think report cards and ratings)
- Without clear pathways to make the "how" of support happen, there were a lot of ESEA-flexibility-like systems in place (achievement, growth, grad rate, attendance, and a few others sprinkled in)
- The DPF is well-primed to explicate how school improvement should take place



© Sidney Harris
sciencecartoonsplus.com
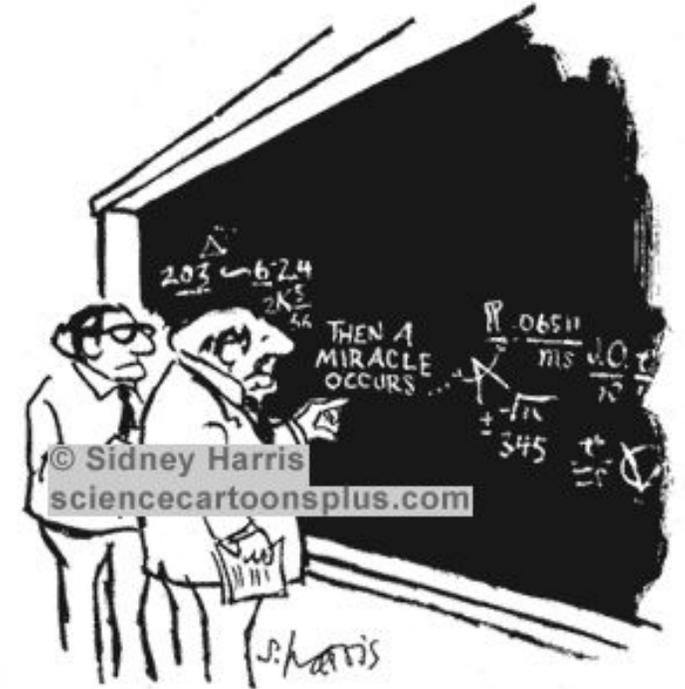
"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

# On Performance Levels

# Design Priorities: Performance Levels

- Design priorities are conditions that guide (or constrain) accountability system components.

- They help support the theory of action to ensure the state's vision for education is achieved.

- They function as a roadmap that informs accountability design decisions.

# Design Priorities: Performance Levels

Quick Level-Setting:

- **System Components** = broad categories of information about school performance (*Academic Achievement*)
- **Indicators** = related elements that serve to describe (or indicate) a school's performance in a given category (*Math Achievement, Science Achievement, GPA*)
- **Measures** = metrics or scores used to quantify a school's performance specific to an indicator (*% proficiency in ELA, math, science, etc.*)

# Design Priorities: Performance Levels

Our design discussion will inform how we interact with both the indicators and measures within the broader components (i.e., operating *within* Tiers 1, 2A, 2B, and 3).

- Performance levels differentiate performance on the measures or the indicators (depending on how we specify the design)

- Remember, we are not held to the same constraints as the SPF, but there are some constraints (i.e., including "collective performance of public schools")

# Design Priorities: Performance Levels

- The first step is to determine how to report the indicators

- The indicator values are all on different scales.

  - Proficiency tends to range on the lower end of the scale, with proficiency averages at 45, 35, and 26 (ELA, Math, Sci)

  - Percent meeting AGP tends to average between 40 and 50

  - 9th grade credit sufficiency averages around 90%

  - Graduation rate (4-yr and 5-yr) averages are around 80%, but are seriously affected by a longer lower tail (4-yr: 75% > 80%, nearly ⅓ over 95%)

We can use algebra to combine them into a total score, but it can feel like we're using a Rube Goldberg machine.

# Design Priorities: Performance Levels

- Constituents can easily understand how well a school is performing on each indicator.

- Yes, they can currently do some division to determine the proportion of points earned by the school on each indicator, but they don't know, other than intuitively, whether 65%, 75%, or 85% is good, poor, or meh. Consider the difference between proficiency and graduation.

- Having a 4-point scale where a deliberative body has determined the "value" of scores on the raw indicators (e.g., % proficient) supports public understanding.

- E.g., "3 is good; 4 is really good."

# Design Priorities: Performance Levels

- Approaches tend to range between the following:

    - Some states establish indicator performance levels (e.g., 1-4) so that a 4 represents exemplary performance and a 1 indicates poor performance (Involves a deliberative process and can yield a shared understanding of what indicator scores mean)

    - Other states translate percentages into an index and allow the public to make interpretations themselves (not unlike Nevada's current school rating)

# Design Priorities: Performance Levels

- Turn-and-talk questions for the SAR:

  - Should we establish common performance levels for indicators (e.g., 1-4) using a deliberative process?

  - Should we utilize straight percentages (where applicable) for indicators in the DPF (consider illustrative indicators)?

  - What should we strive to communicate, and which approach would help us get there?

# Exploring Collective Performance

# SB460 Requirements

We see 4 interrelated and explicit requirements (reminder, our job is not to interpret SB460, but to make recommendations):

1. Districts must be rated on:
   a. The collective performance of public schools, and
   b. Achievement against performance targets

2. There must be a method to implement consequences, supports, and rewards (see number 1)

3. Provide a method of financial support to districts/sponsors based on schools receiving the lowest 2 ratings on school system

4. Establish district/sponsor-wide achievement & performance targets for major disaggregated subgroups

# SB460 Requirements

We see 4 interrelated and explicit requirements (reminder, our job is not to interpret SB460, but to make recommendations):

1. Districts must be rated on:
   a. The collective performance of public schools, and
   b. Achievement against performance targets

   *What we need to wrestle with to make this design a reality.*

2. There must be a method to implement consequences, supports, and rewards (see number 1)

3. Provide a method of financial support to districts/sponsors based on schools receiving the lowest 2 ratings on school system

4. Establish district/sponsor-wide achievement & performance targets for major disaggregated subgroups

# What Do We Mean "Collective?"

- What does "Collective Performance of Public Schools" mean in practice?

- There are a few different ways to consider this, each prioritizing a different signal

# "Collective" Can Mean Different Things

| Example | Description | What it Reflects | Potential Risk |
|---------|-------------|------------------|----------------|
| **Option A: Typical Performance** | District performance reflects how the typical school is doing, often based on school averages or some other central tendency across schools. | Overall system condition; how most schools are performing; general effectiveness of district-wide supports. | Reduces variability as districts get larger; can mask high-need or high-performing schools; may understate inequities within a district. |
| **Option B: Distribution of Performance** | District performance reflects how schools are spread across performance levels, highlighting variation or imbalance across schools. | Equity across schools; consistency of opportunity; whether success or struggle is concentrated or widespread | Can be sensitive to extreme values; interpretation may be less intuitive for the public; requires careful explanation to avoid over-emphasizing outliers. |
| **Option C: Concentration of Need** | District performance is influenced by whether any schools fall below critical thresholds, regardless of overall averages. | Protection and intervention priorities; urgency of need; responsibility for addressing the lowest-performing schools. | Can allow a small number of schools to dominate the district rating; may feel punitive to districts making overall progress; risks discouraging differentiation and innovation. |

# Priorities Around Collective Performance

So, how should we define collective performance? Individually, then as a group, consider the following ways of defining collective performance:

1. Which approach should matter most for district accountability and why?

2. Which approach should matter least and why?

3. Should the answer differ depending on purpose (e.g., public reporting vs. supports)?

Be prepared to briefly share your group's answer.

# Aggregation and Decision Rules

# Making Determinations

Once we decide what to do with the indicators, we must figure out how to produce the required determinations (note, yet undefined).

Most assume that indicators should be combined into an overall score (e.g., GPA) to make these determinations. **That's not true!**

As we've learned from school systems, federal law does not require indicators to be rolled up into an index.

**What do you want to communicate, and how do you want it communicated?**

REPORT CARD

| | |
|---|---|
| Reading | A+ |
| Writing | A+ |
| Mathematics | A+ |
| Science | A+ |
| History | A+ |
| Art | A+ |
| P.E. | A+ |

vs.

REPORT CARD

| | |
|---|---|
| Reading | ★★★★★ |
| Writing | ★★★★★ |
| Mathematics | ★★★★★ |
| Science | ★★★★★ |
| History | ★★★★★ |
| Art | ★★★★★ |
| P.E. | ★★★★★ |

- Many states create an overall score and then convert these scores into labels (e.g., stars) to try to communicate information about school quality in "simple ways" to understand.
- Sometimes, what seems simple, isn't.
- For example, please think for a minute and provide a verbal description of a "B" school

# Methods for Overall Determinations

| Method | Description | Example |
|---|---|---|
| **Compensatory** | Higher performance on one indicator can offset lower performance on another | Index or weighted composite |
| **Conjunctive** | Performance on ALL indicators counts such that the lowest indicator score is your overall score | NCLB methods (i.e., all groups must be proficient in all grades and content areas) |
| **Disjunctive** | Performance on ANY indicator provides the overall decision (highest score counts). | Menu approach (i.e., show college or career readiness by demonstrating one of the following….) |
| **Profile** | Define specific patterns regarded as sufficient for entry or exit into a classification | What patterns of indicator performance demonstrate sufficient overall performance (e.g., National Board) |

# Example 1a: Illinois Compensatory Index

- The creation of a compensatory weighted index is overwhelmingly the most common approach for weighting indicators in state ESSA accountability systems.

- Here's an example from Illinois showing the indicators and weights.
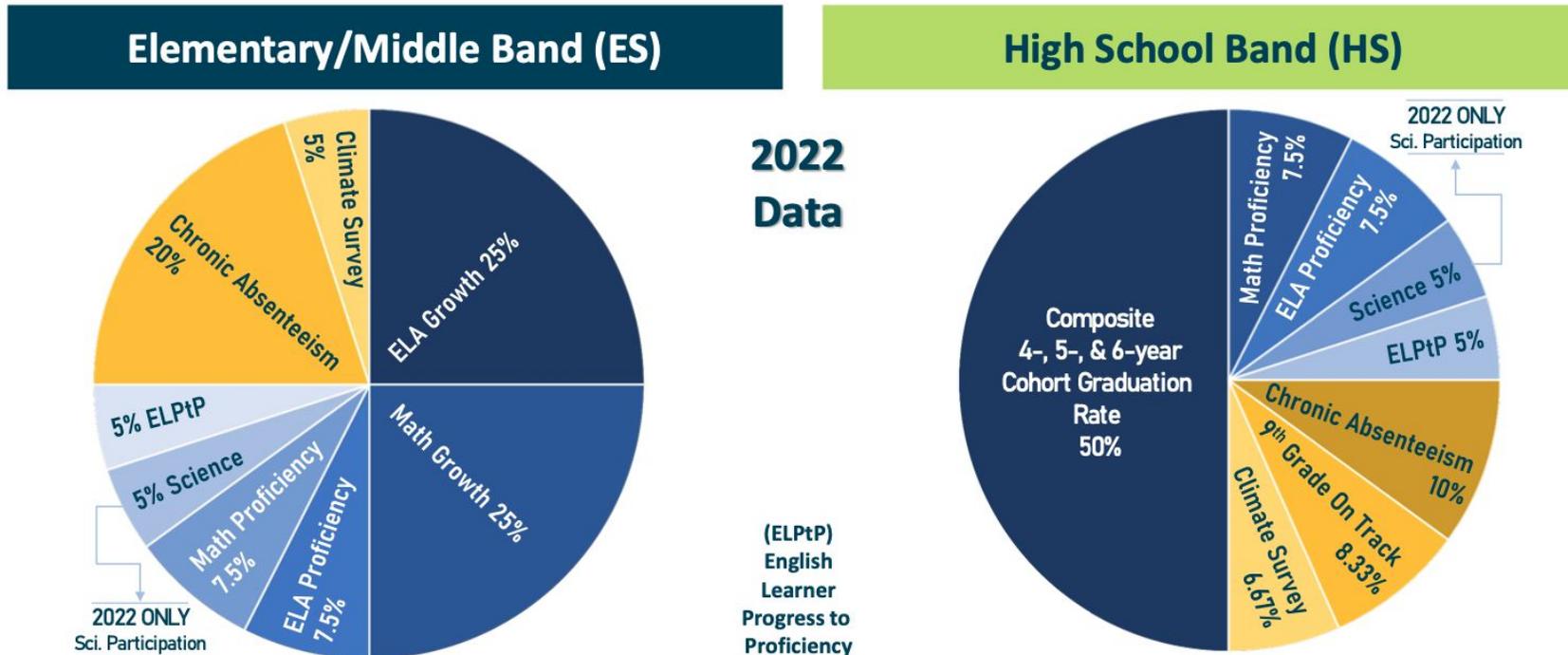
# Example 2: Maryland's Compensatory System (Elementary Schools)



Calculating Accountability Results: Elementary Schools — 100 Total Possible Points

**ACADEMIC ACHIEVEMENT — Academic Achievement in English Language Arts (ELA) and Math — Grades 3-5 (20 points)**

| Possible Points | Measure | Calculation |
|---|---|---|
| 5 | Percent of students scoring "proficient" or higher, English Language Arts | Earned Points = Percent "proficient" or higher x 5 — Ex: School has 60% of students "proficient" or higher on ELA. (0.60 x 5 = 3 points) |
| 5 | Average Performance Level, English Language Arts | Earned Points = Average Performance Level x 1.25 — Ex: School has an average ELA Performance Level of 3.3. (3.3 points x 1.25 = 4.1 points) |
| 5 | Percent of students scoring "proficient" or higher, math | Earned Points = Percent "proficient" or higher x 5 — Ex: School has 50% of students "proficient" or higher on math. (0.50 x 5 = 2.5 points) |
| 5 | Average Performance Level, math | Earned Points = Average Performance Level x 1.25 — Ex: School has an average math Performance Level of 3.5. (3.5 points x 1.25 = 4.4 points) |

**ACADEMIC PROGRESS — Student Growth in English Language Arts (ELA) and Math — Grades 4-5 (25 points)**

| Possible Points | Measure | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 12.5 | Student growth, English Language Arts | 0 – 20.0 → 1 | 33.6 – 36.4 → 4 | 50.0 – 52.7 → 7 | 66.4 – 69.1 → 10 |
| | | 20.0 – 22.7 → 1.5 | 36.4 – 39.1 → 4.5 | 52.7 – 55.5 → 7.5 | 69.1 – 71.9 → 10.5 |
| 12.5 | Student growth, math | 22.7 – 25.5 → 2 | 39.1 – 41.8 → 5 | 55.5 – 58.2 → 8 | 71.9 – 74.6 → 11 |
| | | 25.5 – 28.2 → 2.5 | 41.8 – 44.6 → 5.5 | 58.2 – 60.9 → 8.5 | 74.6 – 77.3 → 11.5 |
| | | 28.2 – 30.9 → 3 | 44.6 – 47.3 → 6 | 60.9 – 63.7 → 9 | 77.3 – 80.0 → 12 |
| | | 30.9 – 33.6 → 3.5 | 47.3 – 50.0 → 6.5 | 63.7 – 66.4 → 9.5 | 80.0 – 100 → 12.5 |

*INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN — Ex: A school with a percent of exactly 80.0 earns 12.5 points.

**ACADEMIC PROGRESS — Credit for Completion of a Well-Rounded Curriculum — Grade 5 (10 points)**

| Possible Points | Measure | Calculation |
|---|---|---|
| 5 | Percent of students scoring "proficient" or higher, science | Earned Points = Percent "proficient" or higher x 5 — Ex: School has 50% of students "proficient" or higher on science. (0.50 x 5 = 2.5 points) |
| 5 | Percent of 5th grade students earning credit in social studies, fine arts, physical education and health | Earned Points = Percent earning credit x 5 — Ex: School has 70% of 5th graders earning credit. (0.70 x 5 = 3.5 points) |

**ENGLISH LANGUAGE PROFICIENCY — Progress in Achieving English Language Proficiency — Grades K-5 (10 points)**

| Possible Points | Measure | Calculation |
|---|---|---|
| 10 | Percent of English learner (EL) students on-track to attaining English language proficiency | Earned Points = Percent of EL students on-track x 10 — Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points) |

**SCHOOL QUALITY AND STUDENT SUCCESS — Chronic Absenteeism — Grades K-5 (15 points)**

| Possible Points | Measure | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | Percent of students not chronically absent | 0 – 60.0 → 1 | 66.7 – 68.0 → 4 | 74.7 – 76.0 → 7 | 82.7 – 84.0 → 10 | 90.7 – 92.0 → 13 |
| | | 60.0 – 61.3 → 1.5 | 68.0 – 69.3 → 4.5 | 76.0 – 77.4 → 7.5 | 84.0 – 85.4 → 10.5 | 92.0 – 93.4 → 13.5 |
| | | 61.3 – 62.7 → 2 | 69.3 – 70.7 → 5 | 77.4 – 78.7 → 8 | 85.4 – 86.7 → 11 | 93.4 – 94.7 → 14 |
| | | 62.7 – 64.0 → 2.5 | 70.7 – 72.0 → 5.5 | 78.7 – 80.0 → 8.5 | 86.7 – 88.0 → 11.5 | 94.7 – 96.0 → 14.5 |
| | | 64.0 – 65.3 → 3 | 72.0 – 73.4 → 6 | 80.0 – 81.4 → 9 | 88.0 – 89.4 → 12 | 96.0 – 100 → 15 |
| | | 65.3 – 66.7 → 3.5 | 73.4 – 74.7 → 6.5 | 81.4 – 82.7 → 9.5 | 89.4 – 90.7 → 12.5 | |

*INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN — Ex: A school with a percent of exactly 89.4 earns 12.5 points.

**SCHOOL QUALITY AND STUDENT SUCCESS — School Survey — Grade 5 (10 points)**

| Possible Points | Measure | Calculation |
|---|---|---|
| 10 | Score on a survey of students and educators | Earned Points (students) = Result x 7 — Ex: School has a result of 5 (.5 x 7 = 3.5 points). Earned Points (educators) = Result x 3 — Ex: School has a result of 6 (.6 x 3 = 1.8 points) |

**SCHOOL QUALITY AND STUDENT SUCCESS — Access to a Well-Rounded Curriculum — Grade 5 (10 points)**

| Possible Points | Measure | Calculation |
|---|---|---|
| 10 | Percent of 5th grade students enrolled in science, social studies, fine arts, physical education and health | Earned Points = Percent enrolled x 10 — Ex: School has 80% of 5th graders enrolled. (0.80 x 10 = 8 points) |

Center for Assessment

# Considerations for Compensatory Systems

- The weighting structure (numerical or otherwise) must reflect policy priorities.

- Compensatory systems are typically more reliable than other approaches in terms of ordering schools and identifying schools in need of support (that usually mean *consistent over time*).

- The weighting approach should be designed and implemented in a way that doesn't systematically advantage or disadvantage schools and districts.

- Compensatory methods are thought to be understandable to a wide range of constituents (everyone understands averages, right?), but we often find that understanding is shallow.

# Considerations for Compensatory Systems

Assigned weights often do not reflect their actual contribution to the total score.

- **<u>Nominal weights</u>**: the assigned or intended influence on the final scores
- **<u>Effective weights</u>**: the actual influence each indicator exerts

## Why aren't these the same?

- The variance (or spread) of scores for indicators makes a big difference.

- Example: If we combine an indicator that ranges from 90-100 (e.g., graduation rate and attendance tend to have constrained distributions) with an indicator that ranges from 0-100, the latter will have more influence (or a greater effective weight) in the <u>ordering</u> of outcomes.

# Example 2: Rhode Island Conjunctive Rating

- This looks like a profile approach, but schools' overall determinations are defined by the lowest indicator rating (star).

| School Classification Rules* | | | | | | | |
|---|---|---|---|---|---|---|---|
| ELA Achievement, Math Achievement, and Science Proficiency (Max. 11 points)** | Growth: ELA and Math (Max. 6 point) | English Language Proficiency (Max. 4 points) | Graduation Rate (HS Only) (Max 5 points) | Commissioner's Seal and Post-Secondary Success (Max 6 points)*** | Exceeds (ELA/Math) Absenteeism (Student/Teacher) and Suspension (Max. 15 points)**** | Targeted Support and Improvement: Subgroups | School Rating |
| 9 or more points (3 or 4 points each) | 4 or more points (2 or 3 points each) | 3 or more points | 4 or more points | 5 or more points | 12 or more points | None identified | ★★★★★ |
| 7 or more points (2-4 points each) | 4 or more points (2 or 3 points each) | 2 or more points | 4 or more points | 4 or more points (2 or 3 points on each) | 10 or more points | 1 identified subgroup maximum | ★★★★ |
| 9 or more points | | 2 or more points | 3 or more points | 3 or more points | 7 or more points | Could have multiple identified subgroups | ★★★ |
| 6 or more points | | 1 or more points | 2 or more points | 2 or more points | 5 or more points | Could have multiple identified subgroups | ★★ |
| 3 or more points (1 point each) | 2 or more points (1 point each) | 1 or more points | 1 or more points | 2 or more points | 5 or more points | Could have multiple identified subgroups | ★ |

# Considerations for Conjunctive Systems

- Do you remember NCLB?

- The validity of characterizing school quality is threatened when using conjunctive approaches.

- On the other hand, some support the philosophy that a school should not be considered any better than its weakest performing student group, grade level, content area, etc.

# Example 3: NH Disjunctive CCR Indicator

- ESSA requirements prohibit disjunctive approaches for overall determinations, but we find examples at the indicator level.

- For example, New Hampshire uses a disjunctive approach for the College and Career Readiness (CCR) Indicator.

- CCR is based on the percentage of students who earn at least two (any two) accomplishments listed on the right.

## List of CCR Requirements

- Completion of a NH Scholars program of study
- A grade of C or better in a dual or concurrent enrollment course
- SAT scores meeting or exceeding the college and career ready benchmark (480 in Evidence-Based Reading and Writing and 530 in Mathematics)
- ACT scores meeting or exceeding the college and career ready benchmark (18 in English, 22 in Mathematics, 22 in Reading, and 23 in Science)
- A score of 3, 4, or 5 on an AP exam
- A score of 4, 5, 6, or 7 on an IB exam
- Earning a CTE or other industry-recognized credential
- Completion of career pathway program of study
- Scoring at least Level III on components of the ASVAB that comprise the Armed Forces Qualifying Test (AFQT)
- Completion of the ACT National Career Readiness Certificate
- Completion of an approved apprenticeship program per NH RSA 278
- Seal of Biliteracy **(NEW in 2023)**

# Considerations for Disjunctive Systems

- The "menu of options" approach can allow more schools to meet 'good enough' performance thresholds if the list is sufficiently broad enough to encompass many ways to meet the threshold.

- On the other hand, if the menu of options is too long, then the indicator may no longer differentiate between schools of different quality because all earn "full credit".

# Example 4: New Hampshire's Profile Rating Approach

Note that a deliberative body (e.g., an accountability task force) made decisions on which profiles indicated that schools were most likely to need additional support. Clearly, those scoring in Level 1 on every indicator required help.

**Step 2** — Identify the final step for each school by using the indicator levels and the decision matrices below

**ES/MS**

| Step | Achievement | Growth | ELP | Equity |
|------|-------------|--------|-----|--------|
| 1 | Level 1 | Level 1 | Level 1 | Level 1 |
| 2 | Level 1 | Level 1 | Level 2 | Level 1 |
| 3 | Level 1 | Level 1 | Level 1 | Level 2 |
| 4 | Level 1 | Level 1 | Level 2 | Level 2 |
| 5 | Level 2 | Level 1 | Level 2 | Level 2 |
| 6 | Level 2 | Level 2 | Level 2 | Level 2 |

**HS**

| Step | Achievement | Graduation Rate | ELP | CCR |
|------|-------------|-----------------|-----|-----|
| 1 | Level 1 | Level 1 | Level 1 | Level 1 |
| 2 | Level 1 | Level 2 | Level 1 | Level 1 |
| 3 | Level 1 | Level 2 | Level 2 | Level 1 |
| 4 | Level 1 | Level 2 | Level 1 | Level 2 |
| 5 | Level 2 | Level 2 | Level 2 | Level 2 |

# Considerations for Profile Systems

- Profile systems make decisions explicit and transparent.

- Because the "weighting" is usually established by a deliberative body initially, subsequent users may not understand the relative weights of the multiple indicators.

- Profile systems help users see the strengths and weaknesses of schools across all the indicators in the system.

- It is more difficult for third parties to rank order all the schools in the state.

# How This Intersects With Tiered Information

Consider our sample Tier 1, 2a, 2b, and 3 information against our 4 approaches
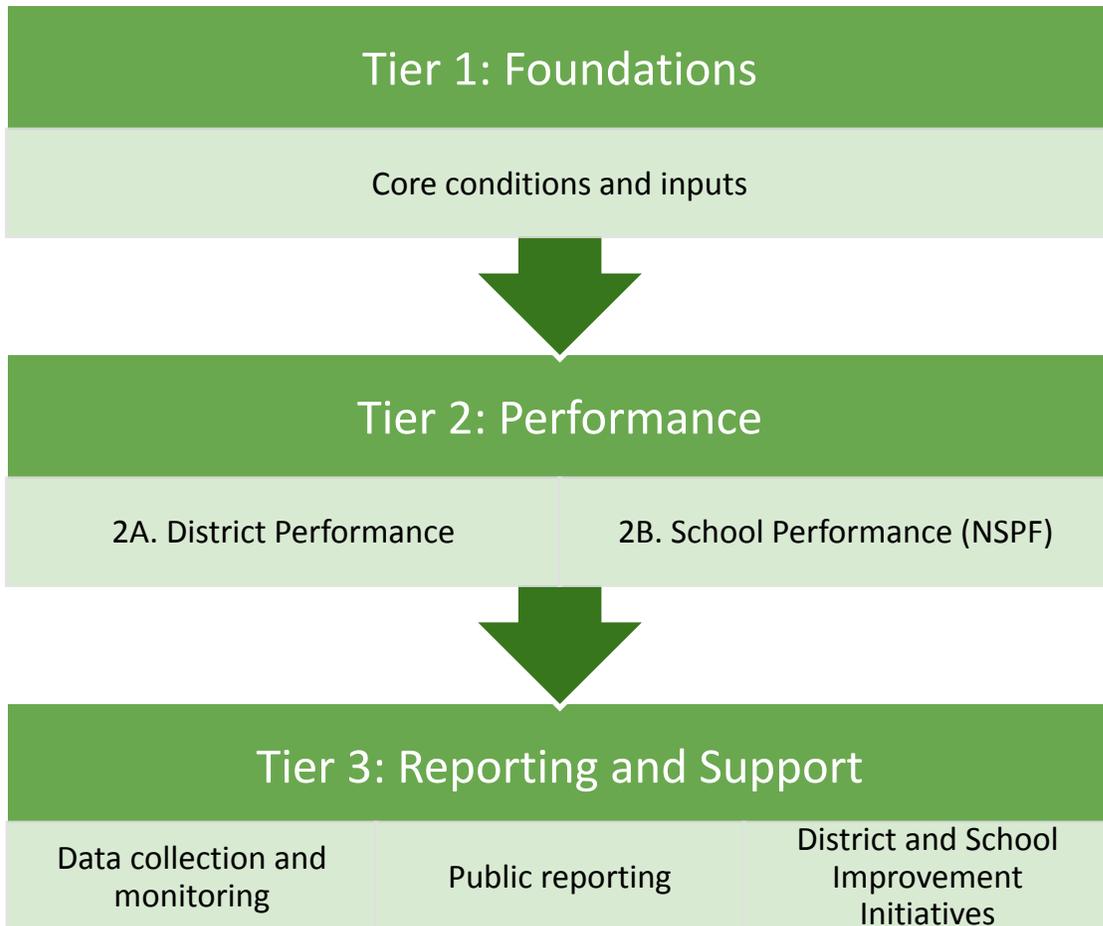
**Tier 1: Foundations**

Core conditions and inputs

**Tier 2: Performance**

2A. District Performance | 2B. School Performance (NSPF)

**Tier 3: Reporting and Support**

Data collection and monitoring | Public reporting | District and School Improvement Initiatives

| | |
|---|---|
| **Compensatory** | Higher performance on one indicator can offset lower performance on another |
| **Conjunctive** | Performance on ALL indicators counts such that the lowest indicator score is your overall score |
| **Disjunctive** | Performance on ANY indicator provides the overall decision (highest score counts). |
| **Profile** | Define specific patterns regarded as sufficient for entry or exit into a classification |

# Opportunities and Challenges

In your table groups, please discuss and respond to the following questions in this Google Doc for the three likely approaches (compensatory, profile, disjunctive, and conjunctive):

- What are the greatest opportunities for each of these approaches?

- What are the greatest challenges?

- Which approach (or combination) best reflects what you believe the DPF should signal and support? And why?

# Tiered Interactions

NOTE: THESE ARE A QUESTION MARK FROM ME

# Pros and Cons of Tiered Interactions

This activity explores how Tier 1, Tier 2a, and Tier 2b indicators might interact when yielding district-level ratings, and what tradeoffs come with different design choices.

As a reminder:

- Tier 1: Baseline expectations for all districts
- Tier 2a: District-specific indicators (contextualized)
- Tier 2b: SPF-derived indicators (ESSA-linked)
- Tier 3: Reporting and support indicators

# Pros and Cons of Tiered Interactions

Please fill out the following pro/con table:

| Approach | Considerations | |
|---|---|---|
| **Option A: Tier 1 Dominant**. Tier 1 functions as a binary checklist of minimum requirements. Districts must meet Tier 1 expectations to be eligible for higher ratings or flexibility. Failure to meet Tier 1 expectations constrains outcomes regardless of Tier 2 performance. Tier 2A and Tier 2B indicators are secondary to baseline compliance. | | |
| **Option B: Tier 2A Dominant.** Tier 1 serves as a basic eligibility check, but district ratings are driven primarily by Tier 2A indicators that reflect local context, improvement efforts, and system conditions. Tier 2B indicators are considered but play a supporting role. This approach emphasizes growth, capacity, and differentiated improvement. | | |
| **Option C: Tier 2B Dominant.** Tier 1 establishes minimum eligibility, but district ratings are driven primarily by Tier 2B indicators derived from school performance outcomes. Tier 2A indicators provide contextual information but do not substantially influence ratings. This approach emphasizes results, comparability, and alignment with school-level performance frameworks. | Pros | Cons |
| **Option D: Tier 3 Dominant.** Tier 3 functions as the primary source of differentiation. Next steps and improvement are subsequently informed by Tiers 2A, 2B, and 1. | | |
| **Option E: Parallel Systems.** Tier 1 operates strictly as a checklist to establish baseline eligibility. Tier 2A and Tier 2B operate as parallel but distinct lenses: Tier 2A focuses on context, improvement, and system conditions, while Tier 2B focuses on outcomes and performance results. District judgments and supports consider patterns across both without collapsing them into a single dominant signal. | | |

# Thank You!



www.nciea.org