School-Specific Measures

Guidance, Process, and Timeline

June 30th, 2014

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I. Overview of the School-Specific Measure Proposal Process

How School-Specific Measures are Proposed and Approved

School-Specific Measures (SSMs) are a part of the Academic Performance Framework which is used to evaluate the academic performance of schools annually. As such, they are also a part of the School's Contract and must be approved by the Commission.

Using the MAP Framework[1], the school develops a School-Specific Measure to propose. The SSM Proposal is submitted to Commission Staff (Staff) for review. After Staff reviews the Proposal, including conducting any meetings with the School, Staff presents a recommendation regarding the Proposal to the Commission. The Commission approves the Proposal for inclusion in the Academic Performance Framework, and the School's Contract is amended.

Timeline: SY 2014 - 2015 Cycle

For the SY 2014-2015 Academic Performance Cycle, School-Specific Measure (SSM) Proposals must be submitted to Staff **no later than Tuesday, September 2nd, 2014**. Proposals received after September 2nd, 2014 will be considered for the SY 2015-2016 Academic Performance Cycle.

Timeline: SY 2015 - 2016 Cycle

The SY 2015-16 Academic Performance Cycle begins September 3rd, 2014 and ends in Summer 2015 (date TBD). During this cycle, SSM proposals are accepted on a rolling basis and presented for Commission approval in three rounds—Winter 2014, Spring 2015, and Summer 2015 (dates TBD).

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[1] Described on page 6.

II. Developing and Proposing School-Specific Measures

All Measures are *S.M.A.R.T.*

School-Specific Measures (SSMs) should be measurable, rigorous, clearly and objectively understandable, valid, reliable, and reflect inter-rater reliability (as applicable).

School-Specific Measures should be based on goals that are *S.M.A.R.T.*:

- **S**pecific and **S**tandards-based: A well-defined goal must be specific, clearly and concisely stated, and easily understood. Goals should be tied to learning standards that specify **what students should know and be able to do**, for each subject or content area, and for each grade, age, or other grouping level.

- **M**easurable: A goal should be tied to measurable results to be achieved, demonstrated by externally credible data. Measurement then clearly answers the questions: "Did we achieve the goal or not? If we didn't fully achieve it, how much progress did we make?"

- **A**mbitious, **A**ttainable, **R**ealistic: A goal should be challenging yet attainable and realistic. Educational goals should be based on well-informed understanding of your students' **baseline achievement levels** and your school's capacities.

- **T**ime-specific with **T**arget Date: A well-conceived goal should specify a time frame or target date for achievement. It is useful for schools to set both short-term (annual) and long-term (3-5 years) targets for accomplishing goals, with an eye toward amassing evidence of success.

> *"Focus on **outcomes** and **evidence of learning**, not inputs. Participation rates or the number of hours spent on an activity are akin to "seat time" -- they are not evidence of success. Participation and investment of time are necessary first steps, but they are inputs, not evidence of learning and accomplishment."[2]*

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[2] Lin, Margaret Y. *Making the Mission Matter: Charting a Map to School Mission Success*, (2008). The Center for Charter Schools at Central Michigan University, 11.
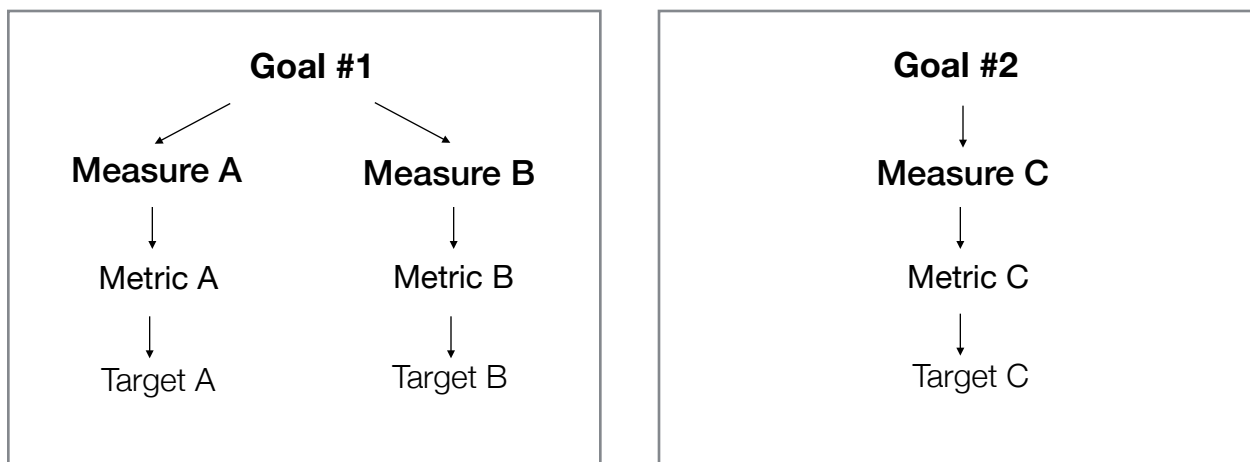
Understanding the School-Specific Academic Indicator

The Academic Performance Framework is composed of three Indicators: State and Federal Accountability System; Performance of High-Needs Students; and School-Specific Academic (optional). School-Specific Measures fall under the School-Specific Academic Indicator.

Schools that choose to participate in School-Specific Measures will need to first identify a goal. This goal is a clear, measurable statement of what the school will accomplish with its students within a certain timeframe or after a certain length of student enrollment. Second, the school will identify or develop a measure (a general instrument or means to assess performance toward a goal). Next, the school will need to specify the metric (a quantification, calculation method, or formula) for a given measure, defining progress toward and attainment of a goal. Finally, the school will need to describe the target (the specific, quantifiable objective that sets expectations or defines what will constitute success on a particular measure within a certain period of time). Additionally, each target should be aligned to a standard (see Definition of Terms for more information on these terms).

When this document refers to School-Specific Measures, it refers to this entire indicator, including its individual parts. The example below illustrates a school with two goals and three measures. Each goal needs at least one measure, but one goal can have multiple measures, as seen below.

School-Specific Academic Indicator

Goal #1

Measure A   **Measure B**

Metric A   Metric B

Target A   Target B

Goal #2

Measure C

Metric C

Target C

Externally-Developed Measures

School-specific measures are categorized by two types: third-party-created (external) and internally-created measures. If your school-specific measure was developed by an entity other than that of the staff of your school, it is generally considered a third-party-created measure. Examples[3] of these include:

1. ACT assessment including Explore and Plan
2. Advanced Placement Exams
3. Student Achievement Test (SAT and PSAT)
4. Northwest Evaluation Association (NWEA including MAP)
5. National Assessment of Educational Progress (NAEP)
6. Standardized Test for the Assessment of Reading (STAR)
7. Galileo
8. Achieve 3000 LevelSet
9. College Work and Readiness Assessment (CWRA)
10. General Educational Development (GED)

These third-party measures have been deemed acceptable by the Commission.[4] A school can choose one of these measures, select a different vendor, or decide develop an internally-created measure altogether. In any case, selecting a measure is just one step of developing School-Specific Measures.

Internally-Developed Measures

A school can also choose to create or develop a measure. A school would choose to do this if it strongly felt that a goal is unable to be appropriately measured by a pre-existing, externally-created measure. Schools that choose this option will need to establish the validity and reliability of the assessments and scoring tools. Further documentation of this process is required and is discussed further in this document.

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[3] This list is not intended to be exhaustive and, though numbered, does not imply any preference.

[4] Use of these measures in and of themselves does not guarantee a school-specific measure will be approved.

The Mission Accomplishment Plan (MAP) Framework

The Mission Accomplishment Plan (MAP) framework helps schools be able to "measure and demonstrate mission success for ongoing, internal school improvement as well as external accountability."[5] The Essential Elements[6] of the MAP framework include a goal, measure, metric, and target. Supporting Elements are not "explicitly listed as part of the [framework] but are nevertheless key underlying or supporting elements in school accountability planning and assessment."[7] These include standards, assessments, and demonstration of validity, reliability, and inter-rater reliability (the latter as applicable).

> *Staff recommends that schools read Margaret Lin's Making the Mission Matter: Charting a Map to School Mission Success in its entirety before beginning work on School-Specific Measures.*

Part 1. Core Framework

Part 1 focuses on the core elements of a quality MAP (p. 20-21, *Making the Mission Matter*).

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[5] Lin, Margaret Y. *Making the Mission Matter: Charting a Map to School Mission Success*, (2008). The Center for Charter Schools at Central Michigan University, 4.

[6] Ibid., 7.

[7] Ibid., 8.

Part 2. Notes and Additional Information

The Commission requires that Part 2. Notes and Additional Information be completed for all schools proposing SSMs. Schools should complete this section as applicable to their proposal.

Part 2 focuses on the additional planning elements (p. 21, *Making the Mission Matter*).

PART 2. NOTES AND ADDITIONAL INFORMATION
This section includes additional planning questions that are important for a school to consider in developing a strong Mission Accomplishment Plan, as well as information and attachments that the authorizer may need to see in order to approve the school's plan.

Rationale for Goal, Measure & Metric	*Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?*
Assessment Reliability and Scoring Consistency	*How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?*
Strategies for Attainment	*What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal? (Include designation of point person)*
Baseline Data	*What is our beginning data point?*
Attachments	*Attachments to illustrate the assessment(s). (Note and attach relevant school-developed assessments and/or assessment tools.)*

For Internally-Developed Measures: Supporting Elements

If the SSM proposed by the School has been internally-developed, the School must also provide information about the following supporting elements:

- Reporting: A report should describe how the data is captured and how it relates back to the proposed measure. Staff needs to know how data is reported in advance to ensure that the data is valid and relevant to the measure.

- Developer Qualifications: The developer of a measure should have knowledge of psychometrics and assessment reporting, clear expertise in the relevant subject matter measured, and thorough knowledge of the mission and vision of the school.

- Evaluator Qualifications: The evaluator of a measure should not be a school's administrator or member of the school's staff. Evaluator qualifications are important because a person with these qualifications would be able to provide an impartial evaluation of the data and apply it to the measure.

- Substantiation: All reported data substantiating the measure should be verified by a source external to the School.

Tiered Weight Rubric, General SSMs, and Anticipated Tiers

Weight for each School-Specific Measure will be allocated using the Tiered Weight Rubric (below). Based on the criteria for each tier, the appropriate weighting for each measure within the School's proposal will be determined.

School-Specific Measures Tiered Weight Rubric

	10% Tier	25% Tier
Data Provider	Data derived from student, parent, and/or teacher	Data results from student assessments
Rigor	Measure indicates a low to moderate degree of rigor	Measure indicates proven high degree of rigor
Impact	Impact of the measure is small to moderate compared to the overall population	Significantly impacts students
Stage of Development	Measure is in first or second year of implementation	Measure has been implemented at least three years at the school
Data	Reporting standard, rubrics, and performance scales are in development	Fully developed reports, rubrics and performance scales based on at least three years of data

Based on previous submissions of schools' self-evaluations and engagement with individual schools, the list below outlines some of the possible measures and their anticipated assigned tiers.

*General School-Specific Measures and Anticipated Tiers**

10% Tier	25% Tier
School Quality Survey	NWEA, Star, Achieve3000, Galileo, NAEP, DIBELS, PSAT/SAT, AP exams
School-specific survey	GED/Credit capture programs
Newly developed in-house assessments	College Work and Readiness Assessment
Recurring enrollment	EXPLORE/PLAN (non-accountability)
Teacher retention	Self-created formative assessments
Opinion and participation measures	
*Weight for these measures is approximate and not guaranteed.	

III. Process and Procedures

Submitting School-Specific Measure Proposals

For SY 2014-2015 SSM Proposals, please use the forms provided in the Appendix. Schools that choose to propose School-Specific Measures must use the the Mission Accomplishment Plan (MAP) Framework found in Appendix A of Margaret Lin's *Making the Mission Matter: Charting a Map to School Mission Success* booklet. **All schools that choose to propose SSMs must submit a completed Part 1. Core Framework and Part 2. Additional Information of the MAP framework**. Schools that choose to propose internally-developed measures must also complete the Internally-Developed Measures: Supporting Elements form. Attach any relevant materials (e.g. assessment items).

School-Specific Measure Proposals are due to Staff no later than Tuesday, September 2nd, 2014. Proposals received after this date will be considered for the SY 2015-2016 Academic Performance Cycle.

Review Meetings

After Staff reviews a school's School-Specific Measure Proposal, Staff will share its review of the Proposal with the School. This review will include an evaluation of the SSM(s) based on the MAP Framework and the Tiered Weight Rubric; it will also include a recommendation of the weight to be allocated to the SSM. The School may Concur with Staff's review or either party may request a Review Meeting.

The purpose of the Review Meeting is to provide space for the School and the Staff to share their examinations and evaluations of the SSM proposal with the MAP Framework and Tiered Weight Rubric. This space has also been created for the School and the Staff to share further evidence, research, or materials relevant to the evaluation of the SSM proposal. Review Meetings may be conducted in-person or through telecommunication and must be completed with sufficient time for Staff to submit its recommendation on the Proposal to the Commission.

While a School should request a Review Meeting if it does not concur with Staff's evaluations, it should be noted that this procedure is not intended to be restrictive; Staff is available by phone, email, or conference to help schools understand the SSM process, the requirements of SSM proposals, and any other questions or concerns that may arise.

IV. Definition of Terms

All definitions up to and including "Inter-rater Reliability" are courtesy of Margaret Lin.[8]

Term	Definition
Acceptable	Refers to an academic goal or measure that meets Commission requirements and can be included as a School-Specific Measure.
Appropriate	Refers to an academic goal or measure that should be included solely in the Academic Performance Framework and is not suitable for another performance framework.
Goal	A clear, measurable statement of what the school will accomplish with its students within a certain timeframe or after a certain length of student enrollment. • *Example: All students who have attended the school for at least three years will demonstrate broad knowledge of art history.*
Measure	A general instrument or means to assess performance toward a goal. Measures require the application of specific metrics or calculation methods. • *Example: Advanced Placement Art History exam achievement.*
Metric	Specifies a quantification, calculation method, or formula for a given measure, defining progress toward or attainment of a goal. • *Example: The percentage of students of students who have attended the school for at least three years who achieve a 3, 4, or 5 on the Advanced Placement Art History exam.*
Target	A specific, quantifiable objective that sets expectations or defines what will constitute success on a particular measure within a certain period of time. • *Example: At least 90% of students who have attended the school for at least three years will achieve a 3, 4, 5 on the Advanced Placement Art History exam.*
Standard	A clear, measurable statement of what students will be expected to know (a *content* standard) or be able to do (a *performance* standard) at a given point in their development, usually each year and at graduation.
Valid	A valid measure is one that accurately assesses the knowledge or skill it is intended to assess. • *Example: An Advanced Placement Art History exam is a valid measure for students to demonstrate broad knowledge of art history.*
Reliable	A reliable measure is one that provides consistent results when taken repeatedly by the student/s at a given point in her/his development.
Inter-rater Reliability (Scoring Consistency)	Produces consistent scores, ratings, results, or responses when a particular assessment tool, scoring guide, or rubric is used by different evaluators to assess the same student performance or work sample.

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[8] Lin, Margaret Y. *Making the Mission Matter: Charting a Map to School Mission Success*, (2008). The Center for Charter Schools at Central Michigan University, 7, 9.

Term	Definition
Alignment	The extent to which the measure coincides with the academic goals set forth in a larger set of goals such as Common Core, Smarter Balanced Assessment Consortium, the school's mission, and cultural standards.
Rigor	Refers to the absolute and relative difficulty a school would have to achieve the target set forth in its school-specific goal.
Latitude	The degree to which the measure can be changed over time. • *Example: After the performance contract is enacted, a school may adopt a different assessment, provided a) the school-specific goal remain unchanged, and b) the Commission approves its validity and reliability.*
Weighing	The determination of value for each approved School-Specific Measure as well as its value relative to the Academic Performance Framework. Also referred to as "weighting."

V. Appendix

Part 1. Core Framework

Mission Accomplishment Plan (MAP) for _____(School Name)_____	
Mission Statement	***The mission of our charter school is to****…(Brief, jargon-free statement of the school's central purposes and broad aims)*
Mission-Specific Performance Goal	***What will our school accomplish?*** *(Clear, measurable statement of achievement reflecting the mission and tied to a specific time-frame or length of attendance)* ***How will we know that we have achieved this goal?***
Measure	***How will we assess and demonstrate performance toward this goal?***
Metric	***How will we quantify this measure?*** *(Identify a specific type of rate, calculation method, or formula)*
1st-Year Target	***What do we expect to achieve by the end of our first year?*** *(Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your first year.)* *Rating 1 (Does not meet standard):* *Rating 2 (Approaching standard):* *Rating 3 (Meets standard):* *Rating 4 (Exceeds standard):*
2nd-Year Target	***What do we expect to achieve by the end of our second year?*** *(Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would con-sider on target for your second year.)* *Rating 1 (Does not meet standard):* *Rating 2 (Approaching standard):* *Rating 3 (Meets standard):* *Rating 4 (Exceeds standard):*

Part 1. Core Framework (cont'd)

Mission Accomplishment Plan (MAP) for _____(School Name)_____	
3rd-Year Target	***What do we expect to achieve by the end of our third year?*** *(Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your third year.)* *Rating 1 (Does not meet standard):* *Rating 2 (Approaching standard):* *Rating 3 (Meets standard):* *Rating 4 (Exceeds standard):*
4th-Year Target	***What do we expect to achieve by the end of our fourth year?*** *(Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your fourth year.)* *Rating 1 (Does not meet standard):* *Rating 2 (Approaching standard):* *Rating 3 (Meets standard):* *Rating 4 (Exceeds standard):*
5th-Year Target	***What do we expect to achieve by the end of our fifth year?*** *(Establish a numeric target using the metric identified above. Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your fifth year.)* *Rating 1 (Does not meet standard):* *Rating 2 (Approaching standard):* *Rating 3 (Meets standard):* *Rating 4 (Exceeds standard):*

Part 2. Notes and Additional Information

Mission Accomplishment Plan (MAP) for _____(School Name)_____	
Rationale for Goal, Measure & Metric	***Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?***
Assessment Reliability and Scoring Consistency	***How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?***
Strategies for Attainment	***What are our strategies (curricular, instructional, assess-ment, organizational, operational) for attaining this goal?*** *(Include designation of a point person)*
Baseline Data	***What is our beginning data point?***
Attachments	***Attachments to illustrate the assessment(s)****. (Note and attach relevant school-developed assessments and/or assessment tools.)*

For Internally-Developed Measures: Supporting Elements

Mission Accomplishment Plan (MAP) for _____(School Name)_____	
Reporting	***How is data captured? How does it relate back to the measure?***
Developer Qualifications	***What are the qualifications of the developer to design the assessment(s), particularly given the subject matter?***
Evaluator Qualifications	***What are the qualifications of the evaluators? How will you will ensure an impartial evaluation of the data?***
Substantiation	***How will the data be substantiated?*** *(Identify external parties).*