



**MSIP 5 SCORING GUIDE**  
**MEETING 2 OF 3**

June 2012 Missouri Department of Elementary and Secondary Education

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Why we're here!



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**MSIP 5 Policy Goals**

- Promote Continuous Improvement and Innovation
- Establish the State's Expectations
- Distinguish Performance of Schools and Districts
- Empower All Stakeholders



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### MSIP 5 Performance Standards

1. **Academic Achievement** - The district administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.
2. **Subgroup Achievement** - The district demonstrates required improvement in student performance for its subgroups.
3. **College and Career Readiness (K-12 only)** - The district provides adequate post-secondary preparation for all students.
3. **High School Readiness (K-8 only)** - The district provides adequate post-elementary preparation for all students.
4. **Attendance Rate** - The district ensures all students regularly attend school.
5. **Graduation Rate (K-12 only)** - The district ensures all students successfully complete high school.




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### Regional Meetings – Intended Outcome of Missouri’s Accountability System

Identify Lowest 5% and Provide Drastic Intervention and Assistance	Ensure EVERY school is "Good Enough"	Ensure EVERY school Gets Better
0-1	3-1	18-1 Highest Priority
9-2 Second Priority	7-2	0-2
8-3 Third Priority	8-3 Third Priority	1-3




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### Regional Meetings – Design Decisions

Decision	Spread	< 50%	50/50	≥ 50%
Status	0-70	8	6	3
Growth	30-100	3	6	8

  

Decision	Spread	≤ 50%	50/50	≥ 50%
Differentiated	5-100	7	0	10
Standardized	0-95	10	0	7

  

Decision	Spread	≤ 50%	50/50	≥ 50%
Simple/Transparent	0-75	12	5	1
Complex/Precise	25-100	1	5	12

  

Decision	Spread	< 50%	50/50	≥ 50%
Focused Dept Resources	0-95	7	2	7
Dept Resources for All	5-100	7	2	7

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### Academic Achievement

- Multiple Measures

	Status	Progress	Growth
Exceeding	16	12	12
On Target	12	6	6
Approaching	9	3	3
Floor	0	0	0

- Apply Full Academic Year (FAY) for accountability; report all students
- Eliminate "grade span" and report at school/LEA configuration

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### Academic Achievement - Status

- Set Standardized Status Expectation for all districts
- Use 3 most recent years to calculate status
- Use an Index to calculate and add percent proficient for reporting

Achievement Level	Point Value
Below Basic	1
Basic	3
Proficient	4
Advanced	5

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### Academic Achievement - Progress

- Promote continuous improvement
- Allow for differentiated improvement targets
  - Use percentage gap reduction
- Use Rolling Average
  - Multiple Years of Data
  - Less Volatility




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DISTRICT A	2009	2010	2011
CA	355.7	363.9	374.4
Constant MPI	2009 School MPI	MPI gap	
450	-	355.7	= 94.3
	Prior Year MPI GAP		MPI Increase Needed
Exceeds	94.3	*5%	= 4.71
On Target	94.3	*3%	= 2.83
Approaching	94.3	*1%	= 0.94
2010 MPI	2009 School MPI	MPI GAIN	
363.9	-	355.7	= 8.2
2011 MPI	2010 School MPI	MPI GAIN	
374.4	-	363.9	= 10.5

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DISTRICT B	2009	2010	2011
CA	358.1	346.6	365.3
Constant MPI	2010 School MPI	MPI gap	
450	-	346.6	= 103.4
	Prior Year MPI GAP		MPI Increase Needed
Exceeds	103.4	*5%	= 5.17
On Target	103.4	*3%	= 3.10
Approaching	103.4	*1%	= 1.03
2010 MPI	2009 School MPI	MPI GAIN	
346.6	-	358.1	= -11.5
2011 MPI	2010 School MPI	MPI GAIN	
365.3	-	346.6	= 18.7

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	YEAR 1	YEAR 2	YEAR 3
MPI	358.1	346.6	365.3

- STEP 1 - Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(358.1 + 346.6) / 2 = 352.4$
- STEP 2 - The average MPI for Years 1 and 2 is subtracted from 450 to determine the MPI GAP.

Constant MPI		2011 School MPI		MPI gap
450	-	352.4	=	97.6




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	YEAR 1	YEAR 2	YEAR 3
MPI	358.1	346.6	365.3

- STEP 3- The MPI gap is used to *establish progress targets* as determined by multiplying the MPI gap by the associated percentage, i.e. 5% for exceeding, 3% for on target, 1% for approaching.

	MPI GAP			MPI Increase Needed	Years 1 and 2 Avg MPI	Years 2 and 3 Avg Progress Target
Exceeds	97.6	*5%	=	4.9	352.4	357.3-500
On Target	97.6	*3%	=	2.9	352.4	355.3-357.2
Approaching	97.6	*1%	=	1.0	352.4	353.4-355.2




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	YEAR 1	YEAR 2	YEAR 3
MPI	358.1	346.6	365.3

- STEP 4 - Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(346.6 + 365.3) / 2 = 356.0$
- STEP 5 - The LEA's Years 2 and 3 average MPI is used to determine if the LEA is exceeding, on target, or approaching the required MPI increase. In this example, Year 2 and 3 average MPI is 356.0, which means that it is designated as "on target" with the progress target.

	MPI GAP			MPI Increase Needed	Years 1 and 2 Avg MPI	Years 2 and 3 Avg Progress Target
Exceeds	97.6	*5%	=	4.9	352.4	357.3-500
On Target	97.6	*3%	=	2.9	352.4	355.3-357.2
Approaching	97.6	*1%	=	1.0	352.4	353.4-355.2

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**3. (K-12 only) College and Career Readiness (CCR) – The district provides adequate post-secondary preparation for all students.**

1. The percent of graduates who scored at or above the state standard on any department-approved measure(s) of college and career-readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
2. The district's average composite score(s) on any department-approved measure(s) of college and career readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrate(s) required improvement.
3. The percent of graduates who participated in any department-approved measure(s) of college and career readiness, for example, ACT®, SAT®, COMPASS® or Armed Services Vocational Aptitude Battery (ASVAB), meets or exceeds the state standard or demonstrates required improvement.
4. The percent of graduates who earned a qualifying score on an Advanced Placement (AP), International Baccalaureate (IB), or Technical Skills Attainment (TSA) assessments and/or receive college credit through early college, dual enrollment, or approved dual credit courses meets or exceeds the state standard or demonstrates required improvement.
5. The percent of graduates who attend post-secondary education/training or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.
6. The percent of graduates who complete career education programs approved by the department and are placed in occupations directly related to their training, continue their education, or are in the military within six (6) months of graduating meets the state standard or demonstrates required improvement.




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**CCR \*1 - 6**

- Graduate File
- Unduplicated Count
- Highest Score
- No FAY




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**CCR \*1 -3 Status**

*ACT (SAT, COMPASS, ASVAB)	Weight
18	.75
22	1.0
26	1.25

\* ACT® scores and approximately equivalent scores derived from other assessments must be equal to or greater than the ACT® anchor score in order to be included in the number of students scoring at or above the state standard.




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### CCR \*1-3 Status

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- STEP 1- Determine the number of students scoring at or above the state standard and multiply by associated point value.

	No. of Graduates		Points	Points Earned
No Score OR < 18	37	x	0	0
18 to ≤21.9	46	x	.75	34.5
22 to ≤25.9	43	x	1.0	43
≥26	24	x	1.25	30
<b>Total</b>	<b>150</b>			<b>107.5</b>

- STEP 2- Divide the number of points earned by the number of graduates and multiply by 100.

Points earned	No. of Graduates				Percent
107.5	/ 150	=	.717	x 100	71.7%

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### CCR \*1-3 Status

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- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(58.9 + 63.2 + 71.7) / 3 = 64.6$

Year 1	Year 2	Year 3		3 year total		3 year average
58.9	63.2	71.7	=	193.8	/ 3	64.6

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### CCR \*1-3 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
Percent	58.9	63.2	71.7

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(58.9 + 63.3) / 2 = 61.1$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the CCR\*1-3 GAP.

Constant		Year 1 and 2 average		gap
100	-	61.1	=	38.9

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### CCR \*1-3 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	58.9	63.2	71.7

□ STEP 3- The CCR\*1-3 Gap is used to *establish progress targets* as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

	CCR *1-3 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	38.9	*25%	=	9.7	61.1	70.8-100
<b>On Target</b>	38.9	*15%	=	5.8	61.1	66.9-70.7
<b>Approaching</b>	38.9	*5%	=	1.9	61.1	63.0-66.8

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### CCR \*1-3 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	58.9	63.2	71.7

□ STEP 4 - Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(63.2 + 71.7) / 2 = 67.5$

□ STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 67.5, which means that it designated as "on target" with the progress target.

	CCR *1-3 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	38.9	*25%	=	9.7	61.1	70.8-100
<b>On Target</b>	38.9	*15%	=	5.8	61.1	66.9-70.7
<b>Approaching</b>	38.9	*5%	=	1.9	61.1	63.0-66.8

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### CCR \*4 Status

	Qualifying Score
AP (any)	3 or higher
IB	4 or higher
TSA (approved)	Pass
Early College	College credit
Dual Enrollment	College credit
Dual Credit (approved)	College credit



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### CCR \*4 Status

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- STEP 1- Determine the number of students with a qualifying score on any of the approved options and multiply by associated point value.

	No. of Graduates		Points	Points Earned
With a Qualifying Score	73	x	1.0	73
Without a Qualifying Score	77	x	0	0
<b>Total</b>	<b>150</b>	<b>x</b>		<b>73</b>

- STEP 2- Divide the number of points earned by the number of graduates and multiply by 100.

Points earned		No. of Graduates				Percent
73	/	150	=	.717	x 100	48.7%




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### CCR \*4 Status

29

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(58.9 + 63.2 + 48.7) / 3 = 64.6$

Year 1	Year 2	Year 3		3 year total		3 year average
58.9	63.2	48.7	=	170.8	/ 3	56.9




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### CCR \*4 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
Percent	58.9	63.2	48.7

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(58.9 + 63.3) / 2 = 61.1$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the CCR\*4 GAP.

Constant		Year 1 and 2 average		MPI gap
100	-	61.1	=	38.9




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### CCR \*4 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>58.9</b>	<b>63.2</b>	<b>48.7</b>

□ STEP 3- The CCR\*4 Gap is used to establish progress targets as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

	CCR *4 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>38.9</b>	<b>*25%</b>	<b>=</b>	<b>9.7</b>	<b>61.1</b>	<b>70.8-100</b>
<b>On Target</b>	<b>38.9</b>	<b>*15%</b>	<b>=</b>	<b>5.8</b>	<b>61.1</b>	<b>66.9-70.7</b>
<b>Approaching</b>	<b>38.9</b>	<b>*5%</b>	<b>=</b>	<b>1.9</b>	<b>61.1</b>	<b>63.0-66.8</b>

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### CCR \*4 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>58.9</b>	<b>63.2</b>	<b>48.7</b>

□ STEP 4 – Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(63.2 + 48.7) / 2 = 56.0$

□ STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 56.0, which means that it will not earn points for the CCR\*4 progress target.

	CCR *4 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	<b>38.9</b>	<b>*25%</b>	<b>=</b>	<b>9.7</b>	<b>61.1</b>	<b>70.8-100</b>
<b>On Target</b>	<b>38.9</b>	<b>*15%</b>	<b>=</b>	<b>5.8</b>	<b>61.1</b>	<b>66.9-70.7</b>
<b>Approaching</b>	<b>38.9</b>	<b>*5%</b>	<b>=</b>	<b>1.9</b>	<b>61.1</b>	<b>63.0-66.8</b>

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### CCR \*5-6 Status

STEP 1- Determine the number of students with recognized post-secondary placement and multiply by associated point value.

	No. Grads	X Points	
Number of Graduates who attend post-secondary education	147	1.0	147
Number of Graduates who attend post-secondary training	118	1.0	118
Number of Graduates who are in the military	17	1.0	17
Number of Graduates who complete a Department-approved Career Education Program and are placed in an occupation directly related to their training	57	1.0	57
Number of Graduates Without recognized placement	46	0.0	0
<b>Total</b>	<b>385</b>	<b>0.0</b>	<b>339</b>

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### CCR \*5-6 Status

34

- STEP 2- Divide the number of points earned by the number of graduates and multiply by 100

Points earned		No. of Graduates				Percent
339	/	385	=	.881	x 100	88.1%




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### CCR \*5-6 Status

35

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(87.9 + 93.2 + 88.1) / 3 = 89.7$

Year 1	Year 2	Year 3		3 year total		3 year average
85.0	93.2	88.1	=	266.3	/ 3	88.8




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### CCR \*5-6 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
Percent	85.0	93.2	88.1

- STEP 1 – Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(85.0 + 93.2) / 2 = 89.1$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the CCR\*5-6 GAP.

Constant		Year 1 and 2 average		gap
100	-	89.1	=	9.9




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### CCR \*5-6 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>85.0</b>	<b>93.2</b>	<b>88.1</b>

□ STEP 3- The CCR\*5-6 Gap is used to *establish progress targets* as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

	CCR *5-6 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	9.9	*25%	=	2.5	89.1	91.6-100
<b>On Target</b>	9.9	*15%	=	1.5	89.1	90.6-91.5
<b>Approaching</b>	9.9	*5%	=	0.5	89.1	89.6-90.5

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### CCR \*5-6 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>85.0</b>	<b>93.2</b>	<b>88.1</b>

□ STEP 4 - Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(93.2 + 88.1) / 2 = 90.65$

□ STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 90.7, which means that the LEA is "on target" with its progress target.

	CCR *5-6 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	9.9	*25%	=	2.5	89.1	91.6-100
<b>On Target</b>	9.9	*15%	=	1.5	89.1	90.6-91.5
<b>Approaching</b>	9.9	*5%	=	0.5	89.1	89.6-90.5

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### College and Career Readiness

	CCR Readiness *1-3 (ACT, SAT, COMPASS, ASVAB)	CCR Readiness *4 (AP, IB, TSA, Dual Credit, Dual Enrollment)	CCR Readiness *5-6 (post-secondary placement)
<b>Status</b>	Exceeds = 10 On Target = 7.5 Approaching = 6 Floor = 0	Exceeds = 10 On Target = 7.5 Approaching = 6 Floor = 0	Exceeds = 10 On Target = 7.5 Approaching = 6 Floor = 0
<b>Progress Target</b>	Exceeds = 7.5 On Target = 4 Approaching = 2 Floor = 0	Exceeds = 7.5 On Target = 4 Approaching = 2 Floor = 0	Exceeds = 7.5 On Target = 4 Approaching = 2 Floor = 0

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3. (K-8 only) **High School Readiness (HSR)** – The district provides adequate post-elementary preparation for all students.

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1. The percent of students who earn a proficient score on one (1) or more of the high school end-of-course assessments while in elementary school meets or exceeds the state standard or demonstrates required improvement.



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**HSR \*1**

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- MOSIS Student Core File
- Unduplicated Count
- Highest Score



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**HSR \*1 Status**

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Qualifying Score	
EOC (any)	Proficient or Advanced



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### HSR \*1 Status

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- STEP 1- Determine the number of students with a qualifying score on any of end of course assessments and multiply by associated point value.

	No. of Graduates		Points	Points Earned
With a Qualifying Score	12	x	1.0	12
Without a Qualifying Score	51	x	0	0
<b>Total</b>	<b>63</b>	<b>x</b>		<b>12</b>

- STEP 2- Divide the number of points earned by the number of grade 8 students and multiply by 100.

Points earned		No. of Graduates				Percent
12	/	63	=	.190	x 100	19.0%




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### HSR \*1 Status

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- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(0.0 + 9.0 + 19.0) / 3 = 9.3$

Year 1	Year 2	Year 3		3 year total		3 year average
0.0	9.0	19.0	=	28.0	/ 3	9.3




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### HSR \*1 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
Percent	0.0	9.0	19.0

- STEP 1 - Add the scores for Years 1 and 2 and divide by 2 to determine the average.  $(0.0 + 9.0) / 2 = 4.5$
- STEP 2 - The average for Years 1 and 2 is subtracted from 100 to determine the HSR\*1 GAP.

Constant		Year 1 and 2 average		gap
100	-	4.5	=	95.5




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### HSR \*1 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>0.0</b>	<b>9.0</b>	<b>19.0</b>

STEP 3- The HSR\*1 Gap is used to establish progress targets as determined by multiplying the gap by the associated percentage, i.e. 25% for exceeding, 15% for on target, 5% for approaching.

	HSR *1 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	95.5	*25%	=	23.9	4.5	28.4-100
<b>On Target</b>	95.5	*15%	=	14.3	4.5	18.8-28.3
<b>Approaching</b>	95.5	*5%	=	4.8	4.5	9.3-18.7

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### HSR \*1 Progress – Rolling Average

	YEAR 1	YEAR 2	YEAR 3
<b>Percent</b>	<b>0.0</b>	<b>9.0</b>	<b>19.0</b>

STEP 4 - Add the scores for Years 2 and 3 and divide by 2 to determine the average.  $(9.0 + 19.0) / 2 = 14.0$

STEP 5 - The LEA's Years 2 and 3 average is used to determine if the LEA is exceeding, on target, or approaching the required increase. In this example, Year 2 and 3 average is 14.0, which means that it is "approaching" its progress target.

	HSR *1 GAP			Percent Increase Needed	Years 1 and 2 Avg	Years 2 and 3 Avg Progress Target
<b>Exceeds</b>	95.5	*25%	=	23.9	4.5	28.4-100
<b>On Target</b>	95.5	*15%	=	14.3	4.5	18.8-28.3
<b>Approaching</b>	95.5	*5%	=	4.8	4.5	9.3-18.7

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### HSR \*1

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- Use multiple years with Grade 8 "n" less than 30
- Address Teacher Certification Issues
- Provide Guidance on Options, i.e. virtual ed



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### Algebra I prior to HS

GRADE OF STUDENT	TYPE	RR	BAS	PROF	ADV	ACCOUNT	REPORT	LND%	R2%	T2%
FOURTH GRADE	TOTAL				2	2	2	0.00	0.0	100.0
FIFTH GRADE	TOTAL				5	5	5	0.00	0.0	100.0
SIXTH GRADE	TOTAL			4	44	48	48	0.00	0.0	100.0
SEVENTH GRADE	TOTAL	1	14	138	415	568	568	0.00	2.6	97.4
EIGHTH GRADE	TOTAL	113	1131	6019	6389	13658	13652	0.04	9.1	90.9




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### Attendance

- Hours of attendance and hours of absence for EACH student is reported on Screen 14.
- Attendance hours + hours of absence = HOURS POSSIBLE.
- Hours of attendance / Hours possible \* 100 = Individual Student Attendance Rate




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### Attendance Status

51

- STEP 1- Determine the number of students with qualifying attendance and multiply by associated point value.

	No. of Students		Points	Points Earned
With Attendance Rate < 90%	30	x	0	0
With Attendance Rate ≥ 90%	240	x	1.0	240
<b>Total</b>	<b>270</b>	<b>x</b>		<b>240</b>

- STEP 2- Divide the number of points earned by the number of students and multiply by 100.

Points earned	No. of Students		Percent
240	/	270	= .888 x 100 = 88.8%




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### Attendance Status

52

- Add the scores for Years 1, 2 and 3 and divide by 3 to determine the status.  $(87.9 + 91.0 + 88.8) / 3 = 89.2$

Year 1	Year 2	Year 3		3 year total		3 year average
87.9	91.0	88.8	=	267.7	/ 3	89.2



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### Attendance Progress

- Simple 1, 2, 3 percent increase



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### Graduation Rate

- State Calculation



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Academic Achievement	CA	Mathematics	Science	Social Studies	Additional EOCs	Risk Factors	Exemplars
Status	Exceeds = 16 On Target =12 Approach =9 Floor =0	Exceeds = 16 On Target =12 Approach =9 Floor =0	Exceeds = 16 On Target =12 Approach =9 Floor =0	Exceeds = 8 On Target = 6 Approach =5 Floor =0	Exceeds = 8 On Target = 6 Approach =5 Floor =0		
Progress	Exceeds = 12 On Target =9 Approach =3 Floor =0	Exceeds = 12 On Target =9 Approach =3 Floor =0	Exceeds = 12 On Target =9 Approach =3 Floor =0	Exceeds = 6 On Target =3 Approach =1.5 Floor =0	Exceeds = 6 On Target =3 Approach =1.5 Floor =0		
Growth	Exceeds = 12 On Target =9 Approach =3 Floor =0	Exceeds = 12 On Target =9 Approach =3 Floor =0					
Points Possible	16	16	16	8	8		
Subgroup Achievement	CA	Mathematics	Science	Social Studies	Additional EOCs	Risk Factors	Exemplars
Status	Exceeds = 4 On Target =3 Approach =2 Floor =0	Exceeds = 4 On Target =3 Approach =2 Floor =0	Exceeds = 4 On Target =3 Approach =2 Floor =0	Exceeds = 2 On Target =1.5 Approach =1 Floor =0	Exceeds = 2 On Target =1.5 Approach =1 Floor =0		
Progress	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 1.5 On Target =1 Approach =.5 Floor =0	Exceeds = 1.5 On Target =1 Approach =.5 Floor =0		
Growth	Exceeds = 3 On Target =2 Approach =1 Floor =0	Exceeds = 3 On Target =2 Approach =1 Floor =0					
Points Possible	4	4	4	2	2		

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CCR	*1-3	*4	*5-6			Risk Factors	Exemplars
Status	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0	Exceeds = 10 On Target =7.5 Approach = 6 Floor =0	Exceeds = 10 On Target = 7.5 Approach = 6 Floor =0				
Progress	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0	Exceeds = 7.5 On Target = 4 Approach =2 Floor =0	Exceeds = 7.5 On Target = 4 Approach =2 Floor =0				
Points Possible	10	10	10				
Attendance						Risk Factors	Exemplars
Status	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0						
Progress	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0						
Points Possible	10						
Graduation	4-5 Year Rate	State				Risk Factors	Exemplars
Status	Exceeds = 20 On Target = 15 Approach = 12 Floor = 0	Exceeds = 10 On Target = 7.5 Approach = 6 Floor = 0					
Progress	Exceeds = 15 On Target = 8 Approach = 4 Floor = 0	Exceeds = 7.5 On Target = 4 Approach = 2 Floor = 0					
Points Possible	20	10					

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Sample Annual Performance Report (K-12)				
Standard	Points POSSIBLE	District Score	Risk Factors	Exemplar Flags
Academic Achievement	64			
Subgroup Achievement	16			
College and Career Readiness	30			
Attendance	10			
Graduation Rate	30			
Total Points Possible	150			

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Sample Annual Performance Report (K-8)				
Standard	Points POSSIBLE	District Score	Risk Factors	Exemplar Flags
Academic Achievement	48			
Subgroup Achievement	12			
High School Readiness	10			
Attendance	10			
<b>Total Points Possible</b>	<b>80</b>			

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K-12 sample	Core Score Points POSSIBLE	Additional State Indicators Points POSSIBLE	Total Points POSSIBLE
Academic Achievement	32	32	64
Subgroup Achievement	08	08	16
College and Career Readiness	—	30	30
Attendance Rate	—	10	10
Graduation Rate	20	10	30
<b>Total</b>	<b>60</b>	<b>90</b>	<b>150</b>

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K-8 sample	Core Score Points POSSIBLE	Additional State Indicators Points POSSIBLE	Total Points POSSIBLE
Academic Achievement	32	16	48
Subgroup Achievement	8	4	12
High School Readiness	—	10	10
Attendance Rate	—	10	10
Total	40	40	80

DRAFT




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### Next Steps

- Terminology
- <http://www.smarterbalanced.org/resources-events/faqs/#2439>
- State Board meeting
- Scoring Guide Meetings (July and Admin Conference)
- APR release




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63
THANK YOU!!!



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