

PERFORMANCE INDICATORS AND TRIGGERS WITH LOGIC FOR SCORING

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The aim of this paper is to provide an overview of the methods used to evaluate performance indicators, and to compare performance across districts. It is not to be confused with methods used to determine adequate yearly progress (AYP). The term “trigger” as used here, is used as a verb, as in “the district triggered on this indicator.” What it means is that the district’s data was sufficiently different from other districts, or from a state established benchmark, to establish it as an outlier. No value judgment is made. Instead, the idea is to draw the district’s attention to the fact that it differs significantly from other districts and to get the district to account for why this is the case.

Two Ways Districts Trigger

Performance indicators are evaluated by one of two criteria. The first is in terms of how the district is performing compared to an MDOE state defined benchmark. Performance benchmarks have been established for MEA performance, MEA participation, graduation rate, dropout rate, and, for elementary and middle school, average daily attendance. When evaluated against a benchmark, the district either performs at a level equal to or greater than the benchmark or it does not. If it does not, the district triggers. For example, the benchmark for fourth grade students for reading is 34%. This means that at least 34% of the district’s fourth graders are expected to *meet* or *exceed* the MEA standards. If only 33% of the fourth graders meet or exceed the standards then the district triggers on the fourth grade reading indicator.

Again, it is important *not to* confuse triggering on MEA performance or MEA participation with not making AYP. Adequate yearly progress criteria factor in such things as minimum sample size, more than one set of test scores, and confidence intervals, all of which are beyond the scope of this paper. The purpose here is to simply look at a group’s performance on a single test without factoring in other criteria.

The second method of evaluating performance is to look at how the district varies from the state average. The state average is used when looking at Identification, Least Restrictive Environment (LRE), Special Education Exit data, suspensions and expulsions. For a district to trigger on this method, the data have to satisfy three criteria. 1. There must be at least 10 students in the sample. 2. The district average has to differ from the state average by at least 20%. 3. A difference of proportion test has to yield a Z score of +/- 1.96.¹

¹ The difference in proportion test yields a Z score by taking the percentage in the district (p) [say the percentage of students identified as having a specific learning disability], subtracting it from the State average (P), then dividing by the square root of $(P*(1-P)/n)$, where n is the sample size for the district.

PERFORMANCE INDICATORS

*The following indicators for the special education population that are in ***bold italics*** are being used as data to trigger a focused monitoring visit in special education, as well as, performance and participation of this subgroup as described on the previous page. (Anna Feeney, Program Review Consultant)

MEA Performance Indicators

Indicator: *Reading and math proficiency for Regular Ed and Special Ed students, for grades 4, 8, 11 (12 possible triggers)*

Indicator Trigger: *The percentage of students who meet or exceed the MEA standards is less than the performance benchmark established by the department. [Note: For reading, the target is defined as 34%, 35% and 44% for grades 4, 8, and 11 respectively. For math, the target is defined as 12%, 13%, and 11% for grades 4, 8, and 11 respectively.²]*

MEA Participation Indicators

Indicator: *Participation rates in reading and math for Regular Ed and Special Ed students, for grades 4, 8, 11 (12 possible triggers)*

Indicator Trigger: *The subgroup's participation is less than the state established standard of 95%.*

Special Education Identification Indicators³

a. ***Indicator:*** *Overall Identification Rate (both over and under identification)*

Indicator Trigger: *At least 10 students plus a 20% difference from state average and Z score of +/-1.96.*

Example: The district has 10 students and a Z score of +/- 1.96. The state average = 17%, $17 \times 1.2 = 20.4\%$, $17 \times 0.8 = 13.6\%$. If district identifies more than 20.4%, or less than 13.6, it would trigger on overall identification.

b. ***Indicator:*** *Specific Learning disabilities*

Indicator Trigger: *At least 10 students, a 20% higher identification rate than the state average, and Z score of +1.96.*

c. ***Indicator:*** *Emotional Disability*

Indicator Trigger: *At least 10 students, a 20% higher or lower identification rate than the state average, and Z score of +/-1.96.*

d. ***Indicator:*** *Speech and Language*

Indicator Trigger: *At least 10 students, a 20% higher identification rate than the state average, and Z score of +1.96.*

e. ***Indicator:*** *Other Health Impairment*

Indicator Trigger: *At least 10 students, a 20% higher or lower identification rate than the state average, and Z score of +/-1.96.*

² Data Source: MEA

³ Data Source: For Identification, Placement, and Exit EF-S-05 (December 1 childcount)

Least Restrictive Environment (LRE) Indicators

f. Indicator: Regular Classroom Placement

g. Indicator Trigger: At least 10 students, a 20% lower placement rate than the state average, and a Z score of -1.96, indicates comparative under-placement in regular education classroom

h. Indicator: Resource Room Placement

Indicator Trigger: At least 10 students, a 20% higher placement than the state average, and a Z score of +1.96, indicates comparative over-placement in resource room

i. Indicator: Self Contained Classroom Placement

Indicator Trigger: At least 10 students, a 20% higher placement than the state average, and a Z score of +1.96, indicates comparative over-placement in self-contained classroom

Graduation and Dropout Indicators – All Students

j. Indicator: Graduation Rate

Indicator Trigger: For SY 2003-04, less than 62%. Note: For SY 2004-05 thru SY 2013-14 the benchmark increases as follows; 62%, 63%, 64%, 65%, 66%, 67%, 69%, 71%, 73%, 75% respectively.⁴

k. Indicator: Dropout Rate

Indicator Trigger: For SY 2003-04, more than 2.89%. Note: For SY 2004-05 thru SY 2012-13 the benchmark decreases as follows; 2.5%, 2.5%, 2.0%, 2.0%, 2.0%, 1.5%, 1.0%, .5%, 0%.

Exit Indicators – Special Education

l. Indicator: Special Ed Exit: Graduate with diploma⁵

Indicator Trigger: At least 10 students, 20% fewer students in this exit category than the state average, and a Z score of -1.96, indicates a lower number of special ed students exited by this means

m. Indicator: Special Ed Exit – Dropout

Indicator Trigger: At least 10 students, 20% more students in this exit category than the state average, and a Z score of +1.96, indicates a higher number of special ed students exited by this means

n. Indicator: Special Ed Exit - Status Unknown

Indicator Trigger: – At least 10 students, 20% more students in this exit category than the state average, and a Z score of +1.96, indicates a higher number of special ed students exited by this means

⁴ Data Source: EF-M-40 Fall School Statistical Report for both graduation and dropout

⁵ Data Source: EF-S-05 December 1 childcount

CCQIMS Indicators

- o. Indicator: Special Ed Exit - Moved, not known to be continuing
Indicator Trigger: – At least 10 students, 20% more students in this exit category than the state average, and a Z score of +1.96, indicates a higher number of special ed students exited by this means

- p. Indicator: Special Ed Exit Category: Exit to Regular Education
Indicator Trigger – At least 10 students, 20% more students in this exit category than the state average, and a Z score of +1.96, indicates a higher number of special ed students exited by this means

Teacher Quality Indicators

- q. Indicator: Percentage of highly qualified teachers⁶
Indicator Trigger – Until state establishes a benchmark, at least 10 teachers, a 20% lower percentage of teachers holding professional or provisional certification, and a Z score of -1.96
- r. Indicator: Percentage of qualified paraprofessionals
Indicator Trigger – No data available at this time. Add in once data become available

Climate Indicators

- s. Indicator: Average Daily Attendance⁷
Indicator Trigger – At least 10 students, 20% lower average daily attendance than the state average, and a Z score of -1.96

Note: The following indicators do not have triggers.

- t. Indicator: Weapons Violations⁸
- u. Indicator: Bomb Threats
- v. Indicator: Bomb related offences
- w. Indicator: Number of other criminal or serious offences
- x. Indicator: Number of incidents of prohibitive behavior IPB (Rate per 1000)
- y. Comparative Indicator: Average IPB (Rate per 1000) – all districts
- z. Indicator: Regular Education Expulsion (Rate per 1000)⁹
- aa. Comparative Indicator: Avg. Reg. Ed. expulsions (Rate per 1000) - all districts
- bb. Indicator: Special Education Expulsion (Rate per 1000)
- cc. Comparative Indicator: Avg. Sp. Ed. expulsion (Rate per 1000) - all districts
- dd. Indicator: Regular Education suspensions (Rate per 1000)
- ee. Comparative Indicator: Average Reg. Ed. suspensions (Rate per 1000) - all districts
- ff. Indicator: Special education suspensions (Rate per 1000)
- gg. Comparative Indicator: Avg. Sp. Ed. expulsion (Rate per 1000) - all districts

⁶ Data Source: EF-M-15

⁷ Data Source: EF-M-35 Year End Report

⁸ Data Source: Office of Substance Abuse

⁹ Data Source: Office of Substance Abuse

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SCORECARD SUMMARY	Triggered		
	Indicators	Clusters	P_Clusters
MEA Performance	5	1	
MEA Participation	9	1	
Identification	2		
Placement (LRE)	3	1	
Exit	2		
Highly Qualified Teachers			
Climate	5	1	
Total Triggers	26	4	0
Total Possible Triggers/Clusters	49	7	

MEA PERFORMANCE CLUSTER	Regular Ed			Special Ed		
Reading	4th	8th	11th	4th	8th	11th
Number who Meet/Exceed Standards	126	177	171	16	32	20
Actual Percent who Meet/Exceed Standards	47%	49%	52%	13%	3%	5%
Expected Percent for AYP	34%	35%	44%	34%	35%	44%
Actual - Expected*	13%	14%	8%	-22%	-32%	-39%
Trigger? **				1	1	1
Two Groups trigger on Reading?						1
Math	4th	8th	11th	4th	8th	11th
Number who Meet/Exceed Standards	161	161	185	28	25	14
Actual Percent who Meet/Exceed Standards	21%	16%	14%	7%	0%	?
Expected Percent for AYP	12%	13%	11%	12%	13%	11%
Actual - Expected*	9%	3%	3%	-5%	-13%	
Trigger? **				1	1	
Two Groups trigger on Math?						1
One Group trigger on 2 Subjects? ***				1	1	

MEA PARTICIPATION CLUSTER	Regular Ed			Special Ed		
Reading	4th	8th	11th	4th	8th	11th
Number Tested	126	177	171	16	32	20
Actual Participation Rate	98%	95%	93%	47%	80%	61%
Expected Percent for AYP	95%	95%	95%	95%	95%	95%
Actual - Expected	3%	0%	-2%	-48%	-15%	-34%
Trigger?			1	1	1	1
Two Groups trigger on Reading?						1
Math	4th	8th	11th	4th	8th	11th
Number Tested	161	161	185	28	25	14
Actual Participation Rate	99%	94%	94%	82%	69%	73%
Expected Percent for AYP	95%	95%	95%	95%	95%	95%
Actual - Expected	4%	-1%	-1%	-13%	-26%	-22%
Trigger?		1	1	1	1	1
Two Groups trigger on Math?						1
One Groups trigger on Two Subjects?			1	1	1	1

* For MEA Clusters, if the Actual - Expected value is negative, the indicator triggers

** The number 1 indicates a trigger

IDENTIFICATION CLUSTER	#	%	St.Avg	StDev	Trigger
Identification, Overall	569	21%	17%	6.72	
Identification, Speech and Language	160	24%	23%	0.72	
Identification, Emotional Disability	99	15%	9%	4.99	1
Identification, Other Health Impairment	37	6%	10%	-3.87	1
Identification, Learning Disability	185	28%	34%	-3.53	
Cluster Trigger 1: High Identification AND [S&L OR LD]?					
Cluster Trigger 2: Hi/Lo Identification AND [ED OR Other Health]?					

PLACEMENT CLUSTER	#	%	St.Avg	StDev	Trigger
Regular Classroom placement	176	31%	54%	-11.01	1
Resource Room placement	226	40%	30%	4.95	1
Self-Contained Classroom placement	153	27%	12%	10.70	1
Out-of-District placement	14	2%	4%	-1.40	
Cluster Trigger: Low RegEd AND High ResRm OR Slf-Cntnd?					1

EXIT CLUSTER	#	%	Xpctd%		Trigger
Grad N	183	92%	62%		
Drpout N	15	8%	3%		1
Cluster Trigger: Graduation low, Dropout high					
	#	%	St.Avg	StDev	Trigger
Exit Status: Graduate w/ Diploma	22	11%	16%	-2.06	1
Exit Status: Dropped Out	15	7%	7%	0.39	
Exit Status: Status Unknown	4	2%	3%	-1.13	
Exit Status: Moved, not known to be continuing	46	23%	7%	-2.21	
Exit Status: Exited to Regular Ed	3	1%	30%	-3.13	
Cluster Trigger: Low Grad-w-Dip AND Hi Drpout AND Stat Unk?					

HIGHLY QUALIFIED TEACHER CLUSTER	#	%	St.Avg	StDev	Trigger
Highly Qualified Teachers	238	85%	86%	-0.27	

CLIMATE CLUSTER	#	%	St.Avg	StDev	Trigger
Average Daily Attendance		91.6%	93.9%	-4.99	1
Weapons	6	0.23%			1
Suspension, All Groups, 10 or more days	18	0.85%	0.54%		1
Suspension, Regular Ed, 10 or more days	6	0.39%	0.47%		
Suspension, Special Ed, 10 or more days	12	2.11%	0.92%		1
Suspension, Regular Ed vs. Special Ed Trigger?					
Expulsion, Regular Ed	1	0.06%			
Expulsion, Special Ed	0	0.00%			
Expulsion, Regular Ed vs. Special Ed Trigger?					
Cluster Trigger: School Climate?					1