

Point Assignments for Performance and Achievement Metrics

2018-19

Principal Excellence Initiative

Assistant Principal Excellence Initiative

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Introduction

Point Assignment Using a Target Distribution

Performance and achievement measures comprise up to three metrics. A statistic is produced for each metric using the applicable data. For performance measures results from teacher evaluations, attendance rates, parent surveys, and staff climate surveys are used. For achievement measures results from student assessments are used.

Each statistic is assigned a point value from a set of point ranges that is unique to the metric. After metric statistics are assigned a point value, the highest value from among them is selected as the point value for the measure. Point ranges are determined from the current year's statistics. They are selected in such a way that the distribution of measure points across all schools follows a *target distribution*.

For some measures, such as attendance and career readiness, metrics or cut points vary based on school type (elementary school versus middle and high schools, for example). For these measures, points are assigned in such a way so that the target distribution for the school group and all schools combined approximate the target distribution.

A common range of points for measures or metrics is 0-5. The graph (next page) of the target distribution applied to this point range shows that 40 percent of schools with statistics for the measure earn three points for the measure. Other possible point ranges are 0-10 or 1-5. Graphs for all point ranges are shown on the next page.

Caps on Status Metrics to Reward Student Growth

For achievement measures that are based on student assessment results and have more than one metric, each have a metric that is defined by the percentage of students meeting a pre-determined criterion (e.g., percentage at "meets grade level" performance standard for STAAR, scaled score of 70 on a district ACP, etc.). These metrics are often referred to as "status" metrics in the Dallas ISD. These metrics are "capped" so that the maximum point value allowed for a status metric is 3/5 (or 60 percent) of the measure points.

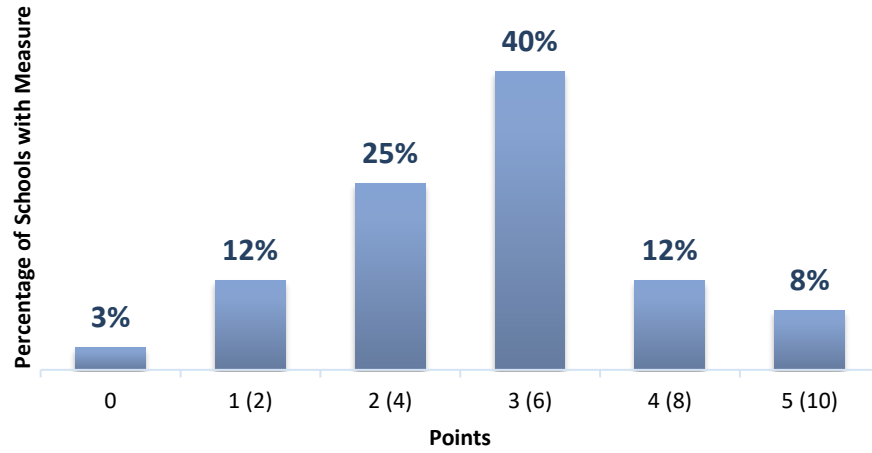
The target distribution still dictates cut points for measures with status metrics, but for these measures, higher percentages of principals will earn the highest two point values from the non-status metrics than would otherwise be expected if all metrics could earn the same point values.

Status metrics are capped in this manner for fairness. Schools with larger proportions of high-performing students are not automatically granted the highest point values for these measures simply because their students are already performing above the criterion. To earn the top point values for a measure, these schools must show evidence of value-add for these measures.

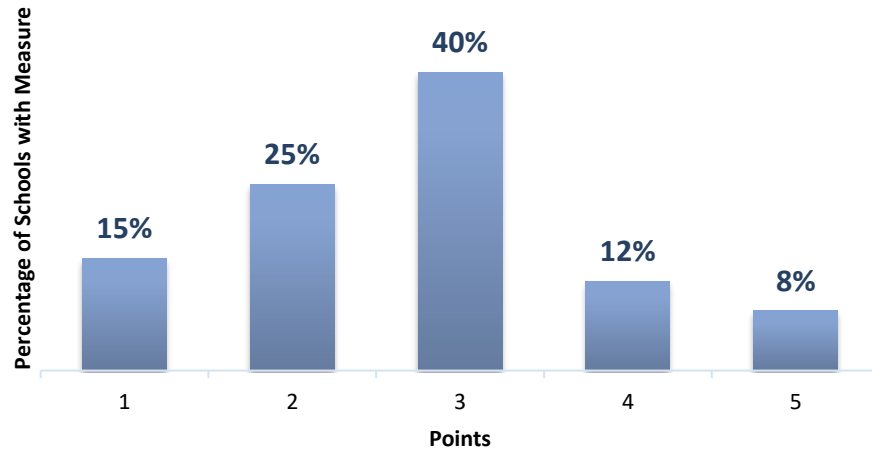
Using this Document

Unless otherwise noted, measures apply to both PEI and APEI. Every statistic earned by a school for a measure falls in a range identified by the "Low Value" and "High Value." For each measure, the number of points earned is specified. A dash (–) indicates a value that has no lower or upper bound.

Target Distribution:
Measures worth 0-5 (or 0-10) points



Target Distribution:
Measures worth 1-5 points



Performance Measures

Improving Teacher Effectiveness

Metric	Low Value	High Value	Points
Average difference between current and prior year standardized evaluation scores	–	-0.46	0
	-0.45	-0.21	1
	-0.20	-0.06	2
	-0.05	0.19	3
	0.20	0.39	4
	0.40	–	5

Congruence

Metric	Low Value	High Value	Points
Average distance between teachers' summative performance scores and percentages of student achievement points earned	44	100	0
	35	43	1
	30	34	2
	23	29	3
	18	22	4
	0	17	5

Attendance

Elementary

Metric	Low Value	High Value	Points
Average daily attendance rate	0.0	93.8	0
	93.9	95.2	1
	95.3	95.8	2
	95.9	96.6	3
	96.7	97.1	4
	97.2	100.0	5

Middle and High

Metric	Low Value	High Value	Points
Average daily attendance rate	0.0	89.6	0
	89.7	91.2	1
	91.3	94.6	2
	94.7	96.8	3
	96.9	98.6	4
	98.7	100.0	5

Parent/Guardian Survey (PEI only)

Metric	Low Value	High Value	Points
Percentage of items with a positive response	0.0	79.9	0
	80.0	86.9	1
	87.0	91.9	2
	92.0	93.9	3
	94.0	95.9	4
	96.0	100.0	5
Change from prior year in percentage of items with a positive response	-	-8.1	0
	-8.0	-4.1	1
	-4.0	-.01	2
	0.0	0.9	3
	1.0	3.9	4
	4.0	-	5

Staff Climate Survey

All Scales (PEI only)

Metric	Low Value	High Value	Points
Percentage of items with a positive response	0.0	54.9	0
	55.0	69.9	1
	70.0	80.9	2
	81.0	91.9	3
	92.0	95.9	4
	96.0	100.0	5
Change from prior year in percentage of items with a positive response	-	-17.1	0
	-17.0	-6.1	1
	-6.0	1.9	2
	2.0	12.9	3
	13.0	20.9	4
	21.0	-	5

Culture and Environment Scale (APEI only)

Metric	Low Value	High Value	Points
Percentage of items on the climate and culture scale with a positive response	0.0	41.9	0
	42.0	60.9	1
	61.0	73.9	2
	74.0	88.9	3
	89.0	93.9	4
	94.0	100.0	5
Change from prior year in percentage of items on the climate and culture scale with a positive response	-	-23.1	0
	-23.0	-5.1	1
	-5.0	2.9	2
	3.0	14.9	3
	15.0	21.9	4
	22.0	-	5

Survey Items related to Discipline (APEI only)

Metric	Low Value	High Value	Points
Percentage of items related to discipline with a positive response	0.0	31.9	0
	32.0	51.9	1
	52.0	68.9	2
	69.0	86.9	3
	87.0	92.9	4
	93.0	100.0	5
Change from prior year in percentage of items related to discipline with a positive response	-	-25.1	0
	-25.0	-6.1	1
	-6.0	4.9	2
	5.0	19.9	3
	20.0	30.9	4
	31.0	-	5

Survey Items related to Instructional Support (APEI only)

Metric	Low Value	High Value	Points
Percentage of items related to instructional support with a positive response	0.0	42.9	0
	43.0	58.9	1
	59.0	75.9	2
	76.0	91.9	3
	92.0	96.9	4
	97.0	100.0	5
Change from prior year in percentage of items related to instructional support with a positive response	-	-31.1	0
	-31.0	-9.1	1
	-9.0	3.9	2
	4.0	16.9	3
	17.0	30.9	4
	31.0	-	5

Achievement Measures

School *STAAR*

Elementary

Metric	Low Value	High Value	Points
Percentage of scores at “met grade level” performance standard	0.0	27.9	0
	28.0	36.9	2
	37.0	43.9	4
	44.0	100.0	6
SEI	–	41.9	0
	42.0	47.9	2
	48.0	50.9	4
	51.0	53.9	6
	54.0	57.9	8
	58.0	–	10
Percentage of scores at or above peer group average	0.0	33.9	0
	34.0	42.9	2
	43.0	48.9	4
	49.0	54.9	6
	55.0	61.9	8
	62.0	100.0	10

Middle and High

Metric	Low Value	High Value	Points
Percentage of scores at “met grade level” performance standard	0.0	23.9	0
	24.0	31.9	2
	32.0	47.9	4
	48.0	100.0	6
SEI	–	41.9	0
	42.0	46.9	2
	47.0	49.9	4
	50.0	54.9	6
	55.0	57.9	8
	58.0	–	10
Percentage of scores at or above peer group average	0.0	36.9	0
	37.0	43.9	2
	44.0	48.9	4
	49.0	55.9	6
	56.9	65.9	8
	66.0	100.0	10

School ACP

Elementary

Metric	Low Value	High Value	Points
Percentage of exams passed	0.0	62.9	0
	63.0	66.9	2
	67.0	75.9	4
	76.0	100.0	6
SEI	–	42.9	0
	43.0	46.9	2
	47.0	49.9	4
	50.0	53.9	6
	54.0	55.9	8
	56.0	–	10
Percentage of scores at or above peer group average	0.0	42.9	0
	43.0	46.9	2
	47.0	49.9	4
	50.0	53.9	6
	54.0	55.9	8
	56.0	100.0	10

Middle and High

Metric	Low Value	High Value	Points
Percentage of exams passed	0.0	45.9	0
	46.0	54.9	2
	55.0	63.9	4
	64.0	100.0	6
SEI	–	41.9	0
	42.9	45.9	2
	46.0	49.9	4
	50.0	55.9	6
	56.0	59.9	8
	60.0	–	10
Percentage of scores at or above peer group average	0.0	32.9	0
	33.0	42.9	2
	43.0	48.9	4
	49.0	59.9	6
	60.0	67.9	8
	68.0	100.0	10

College Readiness

Elementary and Middle

Metric	Low Value	High Value	Points
Percentage of <i>STAAR</i> Writing scores at “met grade level” performance standard	0.0	14.9	0
	15.0	24.9	1
	25.0	36.9	2
	37.0	100.0	3
Writing SEI	–	43.9	0
	44.0	46.9	1
	47.0	49.9	2
	50.0	52.9	3
	53.0	56.9	4
Percentage of <i>STAAR</i> Writing scores at or above peer group average	57.0	–	5
	0.0	33.9	0
	34.0	39.9	1
	40.0	49.9	2
	50.0	60.9	3
	61.9	68.9	4
	69.0	100.0	5

High

Metric	Low Value	High Value	Points
Percentage of Grade 12 students meeting college-ready criteria	0.0	8.9	0
	9.0	13.9	1
	14.0	25.9	2
	26.0	100.0	3
Weighted average of <i>ACT</i> and <i>SAT</i> SEIs	–	42.9	0
	43.0	45.9	1
	46.0	47.9	2
	48.0	51.9	3
	52.0	57.9	4
Percentage of Grade 12 students’ <i>ACT/SAT</i> scores at or above peer group average	58.0	–	5
	0.0	36.9	0
	37.0	41.9	1
	42.0	46.9	2
	47.0	58.9	3
	59.0	72.9	4
	73.0	100.0	5

School Achievement Gap

Metric	Low Value	High Value	Points
Change in combined <i>STAAR</i> achievement gap from prior year	–	-8.1	0
	-8.0	-2.6	1
	-2.5	0.4	2
	0.5	5.4	3
	5.5	8.4	4
	8.5	–	5

Career Readiness

Elementary and Middle

Metric	Low Value	High Value	Points
Percentage of <i>STAAR</i> Gr 5/8 reading/math scores at “met grade level” standard	0.0	41.9	1
	42.0	54.9	2
	55.0	100.0	3
Weighted average of <i>STAAR</i> Grade 5/8 reading/mathematics SEIs	–	46.9	1
	47.0	50.9	2
	51.0	54.9	3
	55.0	58.9	4
	59.0	–	5
Percentage of <i>STAAR</i> Grade 5/8 reading/mathematics scores at or above peer group average	0.0	42.9	1
	43.0	50.9	2
	51.0	59.9	3
	60.0	66.9	4
	67.0	100.0	5

High

Metric	Low Value	High Value	Points
Percentage of students graduating high school	0.0	79.9	1
	80.0	85.9	2
	86.0	91.9	3
	92.0	99.9	4
	100.0	100.0	5