
Goal 1: SAU 41 will strive to continuously improve each student's level of achievement and growth.

Strategy 1.2: Ensure that all students meet or exceed benchmark criteria.

SMART GOAL B: By June 2013, SAU41 will have a plan for assessing all students against benchmarks to determine growth using a common tool.

Deliverable: Principal Reports will reflect the assessment plan for their building.

**Improvement Model for Longitudinal Study:
A Common Tool to Determine Growth through Assessment**

Research into common assessment tools conducted by the Interim Assistant Superintendent Dr. Martha Bedrosian for Leadership team review, discussion and input. The development of the common tool emerged from Dr. Bedrosian's research and a modification of the Performance Index Model and Improvement Model from The Center for Public Education, <http://www.centerforpubliceducation.org/> 1

The Improvement Model for Longitudinal Study is a draft common tool that has the potential to assess student growth performance against benchmarks with NECAP results. The resulting data in percentages can be displayed in a bar graph providing a visual format for longitudinal study and comparison of yearly progress in cohorts over multiple years (5-16-2013). Continued discussion should take place during Principal PLC summer 2013 and school year 2013-14 prior to the adoption of a final common tool.

The Center for Public Education <http://www.centerforpubliceducation.org/> provides information on Performance index models to demonstrate improvement in standardized test scores. A performance index used as an improvement model accounts for a change in performance school by school or overall in a district by grade level and or core content. Index models currently used by states recognize change across a range of academic achievement levels. As the example below shows, the school received partial credit for the students scoring at the basic level but not below basic level.

Figure 2: How a Performance Index Model works. This hypothetical school is in a state using an Index Model for school accountability. The index awards points for achievement are as follows:

- Students at proficient and above 100 pts.
- Students at basic 50 pts.
- Students at below basic 0 pts.

A perfect score of one hundred points means that all students reached proficient. Our school would earn sixty-eight points as shown in the table. Using an Improvement Model, this same school would earn only fifty-five points for the percent of student who reached proficient.

Performance Index Model			
Achievement level	This year's 4th graders	Computation	Points awarded
Proficient +	55%	.55 X 100 pts	55 pts.
Basic	25%	.25 X 50 pts.	13 pts.
Below basic	20%	.20 X 0 pts	0 pts.
Index score for school			68 pts.

When comparing performance from year to year, a Performance Index will include changes that occurred at the low end of student achievement and can also be designed to include changes among students scoring at proficient or better. 1

1 The Center for Public Education
<http://www.centerforpubliceducation.org/> Performance index model

**Improvement Model for Longitudinal Study
Assessing Progress in Cohorts Over Multiple Years**

Point Value

Students at level 4	100 points
Students at level 3	75 points
Students at level 2	50 points
Students at level 1	25 points

School _____
Grade _____

Testing Year _____
Content _____

Achievement Level	Percentile	Points	Computation	Points Awarded
Level 4		x 100 pts		
Level 3		x 75 pts		
Level 2		x 50 pts		
Level 1		x 25 pts		
Index Score for School				