

# Academic Performance Section Scoring Criteria

Rater: \_\_\_\_\_ Date: \_\_\_\_\_

Each performance management plan will be scored based on the inclusion of all elements required within each individual scoring area. Special attention should be paid to the **bolded** words within the scoring area. Scorer will make the determination as to whether the information:

**F**ALLS BELOW THE EXPECTATION (1) – application package does not provide any of the requested elements.

**A**PPROACHES THE EXPECTATION (2) – application package may include some of the requested elements, but does not include all of the elements.

**M**EETS THE EXPECTATION (3) – application package provides all of the requested elements.

**E**XCEEDS THE EXPECTATION (4) – application package provides all the requested elements and additional elaboration is included.

Section	Performance Management Plan (PMP)	F 1	A 2	M 3	E 4
<b>I.</b>	<b>Narrative</b>				
<b>A.</b>	<ul style="list-style-type: none"> <li>○ Data Self-Analysis                             <ul style="list-style-type: none"> <li>• The narrative clearly describes the process used in conducting the data analysis, including data collection and data reviewed.</li> <li>• The data analysis conducted was of the school’s data for the previous five years.</li> <li>• The narrative includes an interpretation of the findings of the data analysis.</li> <li>• Patterns and trends, as well as strengths and weaknesses, are identified.</li> <li>• A report of student achievement level (status) on the state assessment for each of the previous five years is included.</li> <li>• A report of student progress over time (growth) for the previous three years is included.</li> <li>• Representation of findings using charts and graphs displays academic performance in a format that is understandable to the reviewer.</li> </ul> </li> </ul>				
<b>B.</b>	<ul style="list-style-type: none"> <li>○ Report of Underlying Reasons for Performance                             <ul style="list-style-type: none"> <li>• Hypotheses are developed and identified accounting for reasons for past academic performance.</li> <li>• Barriers, policies, and past practices that inhibited adequate performance are identified.</li> <li>• Identified list of solutions for addressing elimination of barriers, policies, and past practices that inhibited adequate performance are listed.</li> </ul> </li> </ul>				

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<b>II.</b>	<b>Elements of Performance Management Plan</b>				
A	<ul style="list-style-type: none"> <li>○ Academic Area of Improvement (Indicator)               <ul style="list-style-type: none"> <li>● Selected indicator demonstrates alignment to and supports findings from the data self-analysis.</li> <li>● Based upon the data analysis, selected indicator focuses on deficiencies in academic area.</li> </ul> </li> </ul>				
B.	<ul style="list-style-type: none"> <li>○ Measures               <ul style="list-style-type: none"> <li>● Measures selected are appropriate for the indicator.</li> <li>● An adequate number of measures have been identified.</li> </ul> </li> </ul>				
C.	<ul style="list-style-type: none"> <li>○ Metrics               <ul style="list-style-type: none"> <li>● Metrics selected represent reasonable and appropriate ways to measure the identified improvement area and are written in a quantifiable form.</li> </ul> </li> </ul>				
D.	<ul style="list-style-type: none"> <li>○ Targets               <ul style="list-style-type: none"> <li>● Based upon the school’s current state, the target for improvement is both rigorous and realistic.</li> <li>● If met, the target for improvement will produce academic performance levels that will meet the Board’s expectation.</li> </ul> </li> </ul>				
E.	<ul style="list-style-type: none"> <li>○ Strategies               <ul style="list-style-type: none"> <li>● The strategies identified for the plan are research-based and reflect best practices in education.</li> <li>● Collectively, the strategies for the plan are linked to desired outcomes, represent a systems approach, and contribute to the school’s ability to meet the identified target.</li> <li>● The timeframe to meet each strategy is reasonable and aligns with the plan’s timeline.</li> </ul> </li> </ul>				
F.	<ul style="list-style-type: none"> <li>○ Action Steps               <ul style="list-style-type: none"> <li>● The action steps identified for each strategy support the strategy and its contribution to school’s ability to meet the target.</li> <li>● The timeframe to meet each action step is reasonable and aligns with each strategy’s timeline.</li> <li>● Evidence to measure progress on action steps is identified and is related to an outcome rather than a process.</li> </ul> </li> </ul>				
H.	<ul style="list-style-type: none"> <li>○ Annual Benchmark Targets               <ul style="list-style-type: none"> <li>● The plan includes annual benchmark targets that are reasonable to meet the plan’s target.</li> <li>● Increments identified in the annual benchmark targets will lead to meeting the final target for plan.</li> <li>● Annual benchmarks are supported by the strategies and action steps identified in the plan.</li> </ul> </li> </ul>				
I.	<ul style="list-style-type: none"> <li>○ General               <ul style="list-style-type: none"> <li>● The plan includes a systematic process for annually monitoring, reviewing, and evaluating progress.</li> </ul> </li> </ul>				

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III.	<b>TOTAL SCORES (I and II)</b> <input type="checkbox"/> No section received a score of Falls Far Below. <input type="checkbox"/> 70% of 40 possible points scored at the Meets or Exceeds level.  <p style="text-align: right;"><b>40 Possible Points</b></p>	F	A	M	E

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