



Montana Board of Public Education
Performance Framework Rubric
Student Academic Proficiency and Growth for Subgroups

The examples below are provided to illustrate the types of practices and evidence schools may use to demonstrate how students in major student subgroups are learning in Math and ELA. Schools must submit data specific to the **public charter school** only, identify the assessment tools used to measure subgroup proficiency and growth, submit measurable data appropriate to the grade levels served, and demonstrate how progress is monitored over time. Schools should clearly identify the subgroups included in their analysis.

Examples may include:

A. Assessment Tools and Measures for Subgroups

- Identification of the assessment tools used to measure Math and ELA learning for major student subgroups
- Disaggregation of assessment data by subgroup
- Description of what is being measured, including proficiency, learning progression, or growth
- Alignment of selected assessment tools to grade-level standards

B. Subgroup Proficiency and Growth Data

- Baseline and follow-up assessment results for each identified subgroup
- Evidence of growth over time using the selected assessment tools
- Identification of gaps in proficiency or growth between subgroups and the overall student population
- Analysis of performance trends across grade levels

C. Use of Data to Inform Instruction and Supports

- Targeted instructional strategies informed by subgroup performance data
- Interventions or supports designed to address identified gaps
- Use of subgroup data to inform instructional planning and resource allocation
- Documentation showing how subgroup data informs teaching and learning

D. Monitoring and Progress Review for Subgroups

- Regular review of subgroup proficiency and growth data
- Progress monitoring for students receiving targeted supports
- Adjustments to instructional or intervention strategies based on subgroup outcomes
- Clear documentation of monitoring practices

E. Continuous Improvement

- Reflection on subgroup outcomes as part of the school's continuous improvement process
- Identification of strategies to address gaps in proficiency and growth
- Use of data to evaluate the effectiveness of supports for major student subgroups

Required Submissions

Schools **must** submit the following information for major student subgroups in Math and ELA:

- Identification and description of the assessment tools used to measure subgroup performance
- Baseline and follow-up assessment data demonstrating subgroup proficiency and growth using the identified tool

Additional Examples of Evidence

The examples below are provided to illustrate additional practices and evidence schools may submit to demonstrate how students in major student subgroups are learning in Math and ELA.

- Documentation of targeted instructional strategies or interventions addressing identified gaps
- Progress monitoring data for students receiving additional supports
- Internal analyses or summaries used to evaluate subgroup outcomes and guide continuous improvement