



## Demonstrable Improvement Methodology for the 2023–24 School Year Results

A school under Receivership is considered to have made progress on an indicator for the 2023–24 school year if the 2023–24 school year result for that indicator meets or exceeds the 2023–24 Progress Target. Tables 1 and 2 below illustrate how this methodology will be applied.<sup>1</sup>

**Table 1. Progress Criteria for Computing DI Indices for the 2023–24 School Year.**

	2023–24 Progress Target	
	2023–24 Result < 2023–24 Progress Target	2023–24 Result ≥ 2023–24 Progress Target
2023–24 School Year Result	Did Not Meet Target	Met Target

**Table 2. Examples of the Progress Criteria for Computing DI Indices for the 2023–24 School Year.**

Description	2023–24 Progress Target	2023–24 School Performance	Met Target?	Comment
Indicator A	21.5	22.1	Met Target	The 2023–24 performance exceeded the 2023–24 target.
Indicator B	120.8	120.8	Met Target	The 2023–24 performance was equal to the 2023–24 target.
Indicator C	60	52.4	Did Not Meet Target	The 2023–24 performance was less than the 2023–24 target.
Indicator D	60	--	--	The 2023–24 performance was not available (indicator suppressed).*

\* If a performance outcome for the 2023–24 school year is not available for an indicator, then that indicator will be suppressed and excluded from the DI Index calculation.

<sup>1</sup> The Department may implement additional flexibility by considering issues related to the ongoing impacts of the COVID-19 pandemic on the 2023–24 school year results.

### Calculation of the Demonstrable Improvement Index

For each school under Receivership, the Department will compute a DI Index for the 2023–24 school year based on the school’s approved Level 1 and Level 2 indicators, using the following rules:

- The DI Index ranges from 0–100%, where the combined Level 1 indicators are weighted 50% and the combined Level 2 indicators are weighted 50%.
- All Level 1 indicators are weighted equally for each school.
  - *Example:* A school has 5 Level 1 indicators, with each indicator weight equal to  $50\% \text{ total weight} / 5 \text{ indicators} = 10\% \text{ per indicator}$ .
- All Level 2 indicators are weighted equally for each school, with the exception of rubric-based indicators #2, #6, #7, #8, and #94 for Cohort 1 schools (see below).
  - *Example:* A Cohort 2 school has 7 Level 2 indicators, including indicators #2 and #6. Because all Level 2 indicators are weighted equally for Cohort 2 schools, each indicator weight equals  $50\% \text{ total weight} / 7 \text{ indicators} = 7.14\%$ .
  - For Cohort 1 schools, the rubric-based Level 2 indicators #2, #6, #7, #8, and #94 are weighted at 1% each of the DI Index.<sup>2</sup> All other Level 2 indicators are weighted equally and together contribute  $(50\% - X\%)$  to the DI Index, where  $X = \text{count of indicators \#2, \#6, \#7, \#8, and \#94}$ .
    - *Example:* A Cohort 1 school has 7 Level 2 indicators, including indicators #2 and #6. Indicators #2 and #6 are weighted at 1% each of the DI Index. The other 5 Level 2 indicators together contribute  $(50\% - 2\%) = 48\%$  to the DI Index, with each indicator weight equal to  $48\% / 5 = 9.6\%$ .
- Indicators that are suppressed are excluded from calculations (i.e., from the counts of Level 1 and Level 2 indicators) and the weights of indicators at each Level that are not suppressed are adjusted to equal 50% combined.
- DI Index equals the sum of weights of indicators that met their respective progress targets.

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<sup>2</sup> The rule that rubric-based Level 2 indicators #2, #6, #7, #8, and #94 are weighted at 1% each of the DI Index for Cohort 1 schools was implemented beginning with the 2018–19 school year in order to assign greater weight to academic achievement indicators for these schools.