

# Every Student Succeeds Act (ESSA) Implementation Update



ESSA External Stakeholder Committee  
September 27, 2018

# ESSA Implementation Update

## Timeline

### State Board Meetings:

August 28, 2018

### Topic:

Accountability Review (Slides 3-51)  
Decision on SAT cut points (Slide 52) and  
ASVAB (Slides 53-55)

September 25, 2018

Communication Strategies  
Explanation of internal and external  
processes for Standard Setting -  
Assignment of Stars  
Gifted and Talented as a Student  
Group - Regulation

October 23, 2018

Determination of Summative Score  
Points/Assignment of Stars

\*November 2018

Testing Beta Site for data

December 4, 2018

Report Card

(\* No State Board Meeting)

# ELEMENTARY and MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS

65%

35%

## Academic Achievement

20% Performance Composite for English Language Arts and Math

## Academic Progress

25% Growth in English Language Arts and Math

10% Credit for Completion of a Well-Rounded Curriculum

## English Language Proficiency

10% Progress in Achieving English Language Proficiency

## School Quality/ Student Success

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum

# Framework of Indicators

## HIGH SCHOOLS

### FRAMEWORK OF INDICATORS

65%

35%

#### Academic Achievement

30% Performance Composite for English Language Arts and Math

#### Graduation Rate

15% Adjusted Cohort Graduation Rate Composite

#### English Language Proficiency

10% Progress in Achieving English Language Proficiency

#### Readiness For Postsecondary Success

5% On-Track in 9<sup>th</sup> grade  
 5% Credit for Completion of a Well-Rounded Curriculum

#### School Quality/ Student Success

15% Chronic Absenteeism  
 10% Climate Survey  
 10% Opportunities/Access to a Well-Rounded Curriculum

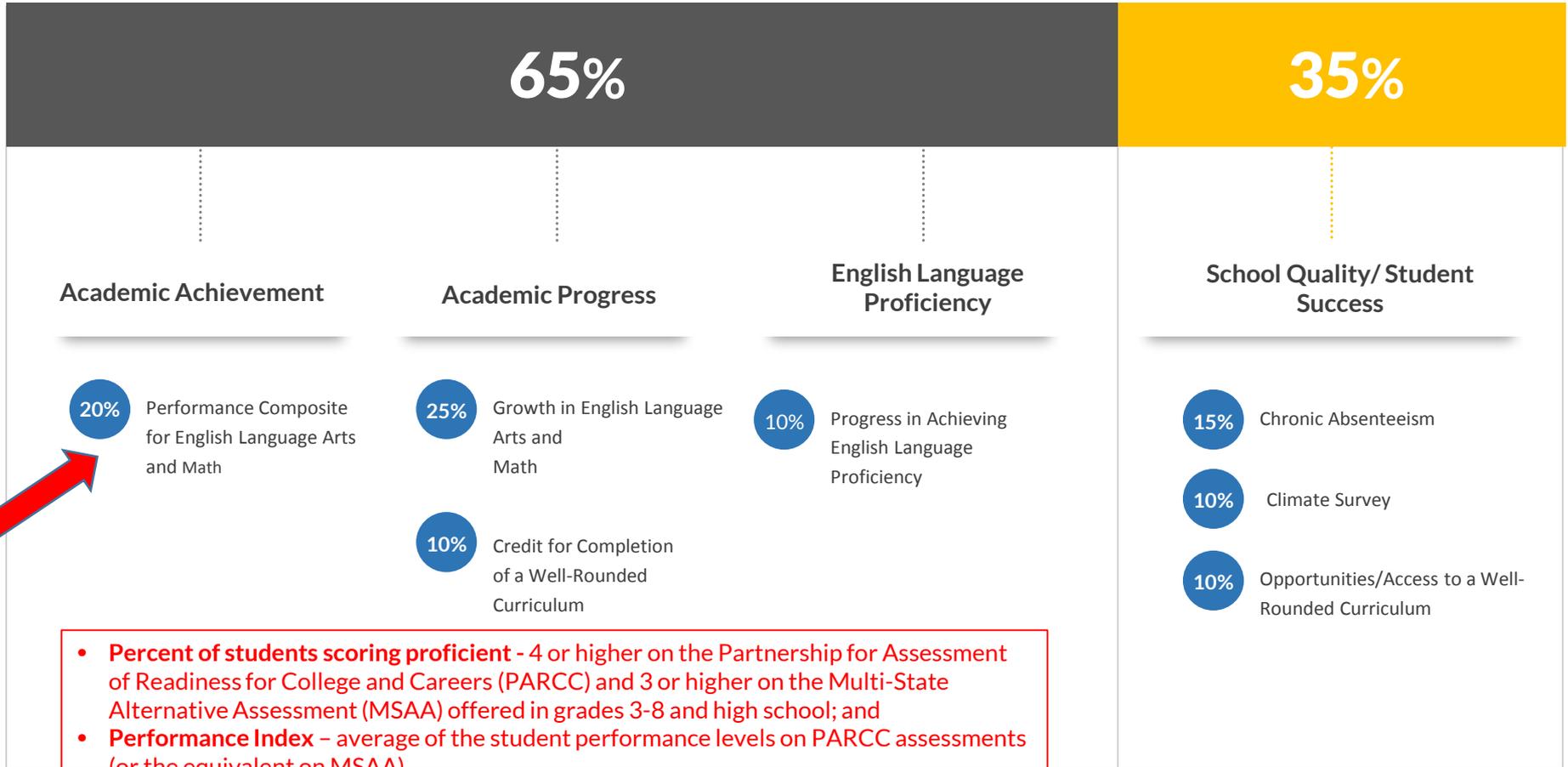
# ESSA Implementation Update

## Academic Indicators – (65%)

### Academic Achievement

# ELEMENTARY and MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS



# Framework of Indicators

## HIGH SCHOOLS

### FRAMEWORK OF INDICATORS

65%

35%

#### Academic Achievement

#### Graduation Rate

#### English Language Proficiency

#### Readiness For Postsecondary Success

#### School Quality/ Student Success

30% Performance Composite for English Language Arts and Math

15% Adjusted Cohort Graduation Rate Composite

10% Progress in Achieving English Language Proficiency

5% On-Track in 9<sup>th</sup> grade

5% Credit for Completion of a Well-Rounded Curriculum

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum

- **Percent of students scoring proficient** - 4 or higher on the Partnership for Assessment of Readiness for College and Careers (PARCC) and 3 or higher on the Multi-State Alternative Assessment (MSAA) offered in grades 3-8 and high school; and
  - **Performance Index** - average of the student performance levels on PARCC assessments (or the equivalent on MSAA).
- Note: The waiver from the US Department of Education enables students who take high school level mathematics courses in middle school to take the equivalent high school level assessment in middle school. These students may be assessed on the PARCC Geometry, PARCC Algebra II, or SAT mathematics as the high school accountability assessment.

# Maryland Report Card: Academic Achievement

## ACADEMIC ACHIEVEMENT

[View additional info](#)

### HOW DID STUDENTS PERFORM ON STATE TESTS?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus a ante lacus. Donec non eros at nunc tincidunt mollis at eu turpis. Fusce semper commodo ligula ut convallis. Phasellus ac purus ullamcorper, tempor ligula eu, imperdiet ex, [view additional school data online](#).



MEASURE	RESULTS	EARNED POINTS
Percent (%) Proficient Mathematics	68%	6 out of 7.5
Percent (%) Proficient English Language Arts	72%	7 out of 7.5
Performance Index Mathematics	3.9	4 out of 7.5
Performance Index English Language Arts	4.1	6 out of 7.5

**23**  
**EARNED POINTS**

Note: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus a ante lacus. Donec non eros at nunc tincidunt mollis at eu turpis. Fusce semper commodo ligula ut convallis. Phasellus ac purus ullamcorper, tempor ligula eu, imperdiet ex. Lorem ipsum dolor sit amet, consectetur [click here](#).

This document is for format consideration only. Data are for illustrative purposes only.

## Maryland Report Card : Student Group - Achievement



This document is for format consideration only. Data are for illustrative purposes only.

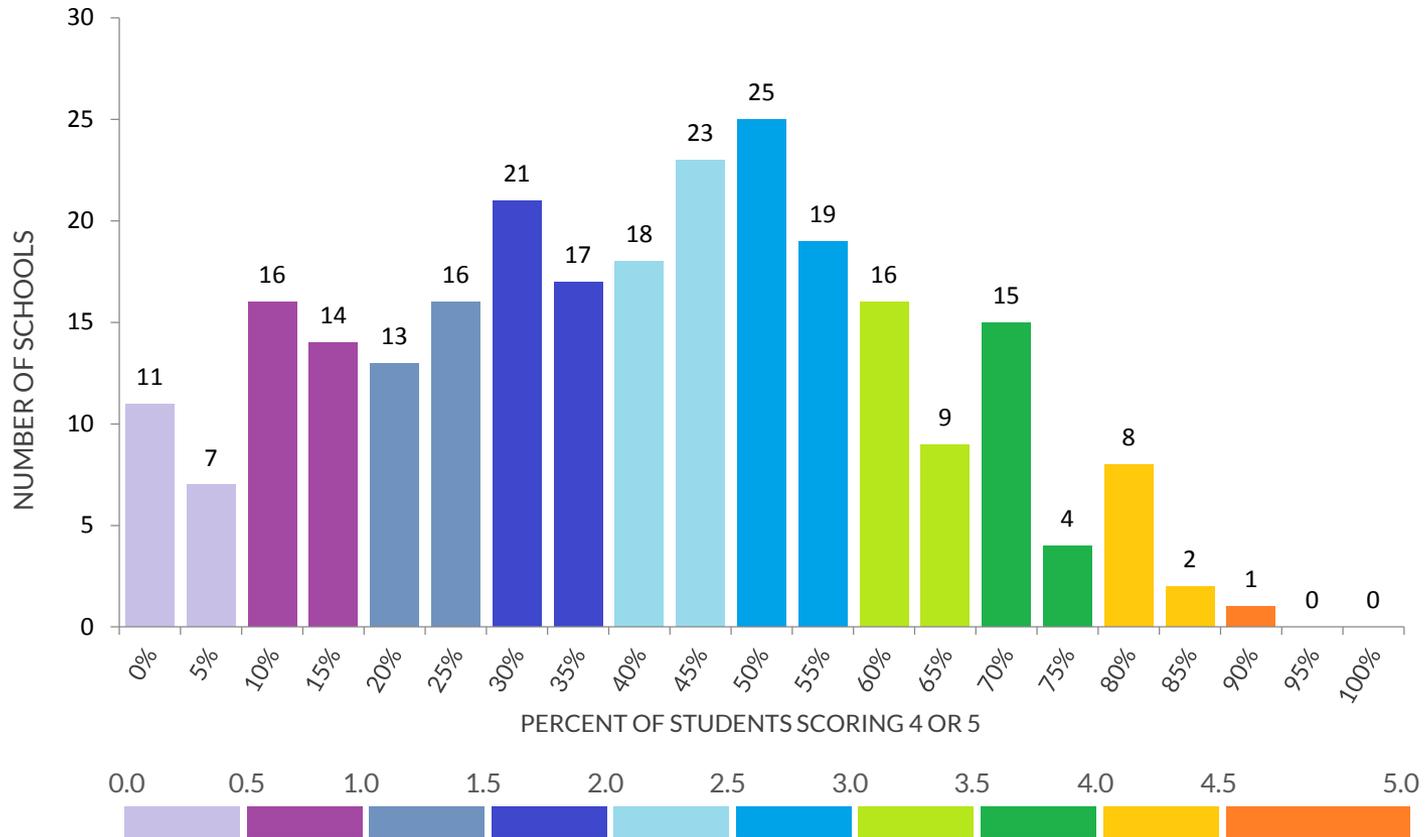
# ESSA Implementation Update

## Percent of a Whole - Definition

**Percent of a whole** – Points calculated as a percent of a whole means, for example, that if the school's value for that measure is 60 percent, and the measure is allocated ten points, the school would receive six points.

# Example Scoring: Percent of a Whole

Distribution of ELA PARCC proficiency rate, elementary schools, 2016-17



Actual points will be assigned continuously, not in intervals. For example, the ELA proficiency rate is worth 5 points in the overall accountability system.

A school with a proficiency rate of 55% would receive  $.55 \times 5 = 2.75$  points.

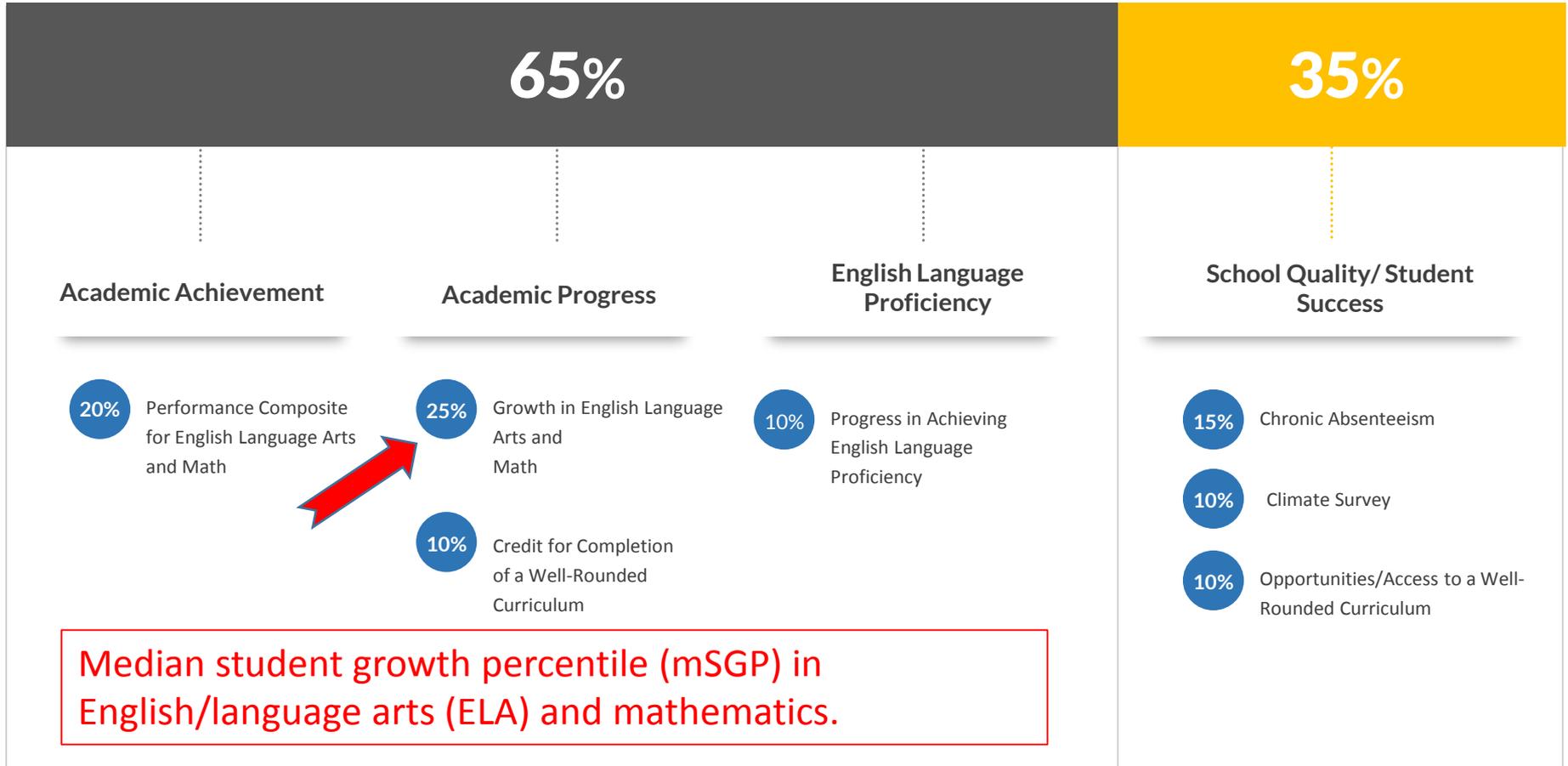
# ESSA Implementation Update

## Student Growth Percentiles (SGP) Elementary and Middle Schools

A student's SGP is calculated as an individual student's growth compared to other Maryland students who took the same assessment as the student in prior year(s) and achieved a similar score (academic peers). The SGP score indicates the percentage of academic peers equal to or above whom the student scored higher, with a possible value of 1 (low) to 99 (high). A school's SGP will be calculated as the median SGP of students for whom an SGP can be calculated.

# ELEMENTARY and MIDDLE SCHOOLS

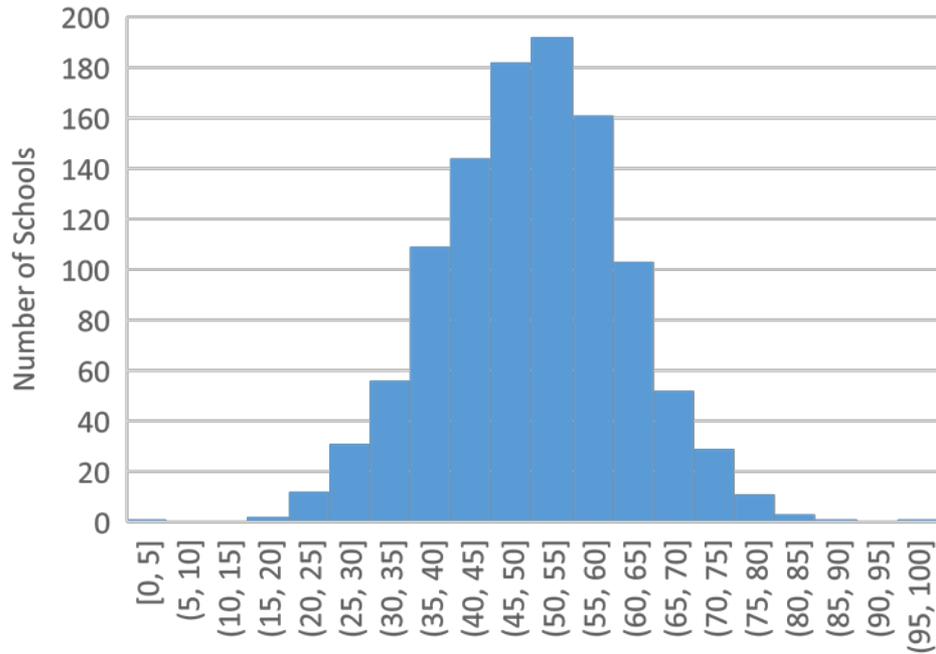
FRAMEWORK OF INDICATORS



# Median Student Growth Percentile

## 2016-2017 data and recommendation for allocating points

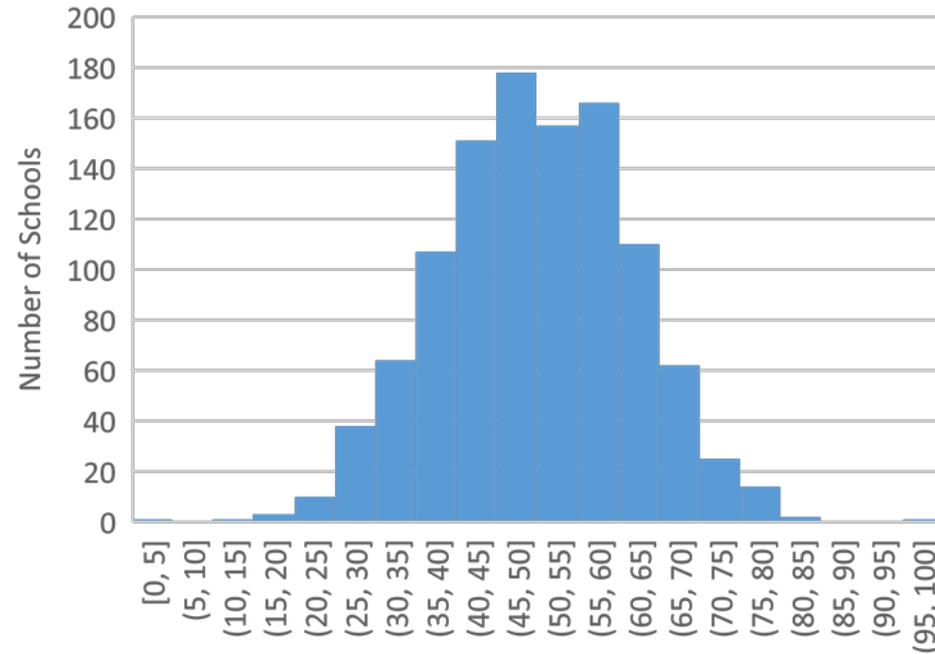
Median Student Growth Percentile, ELA (elementary/middle schools)



1	2	3	4	5	6	7	8	9	10	11	12.5
---	---	---	---	---	---	---	---	---	----	----	------

(Points would actually be assigned in increments of 0.5)

Median Student Growth Percentile, math (elementary/middle schools)



1	2	3	4	5	6	7	8	9	10	11	12.5
---	---	---	---	---	---	---	---	---	----	----	------

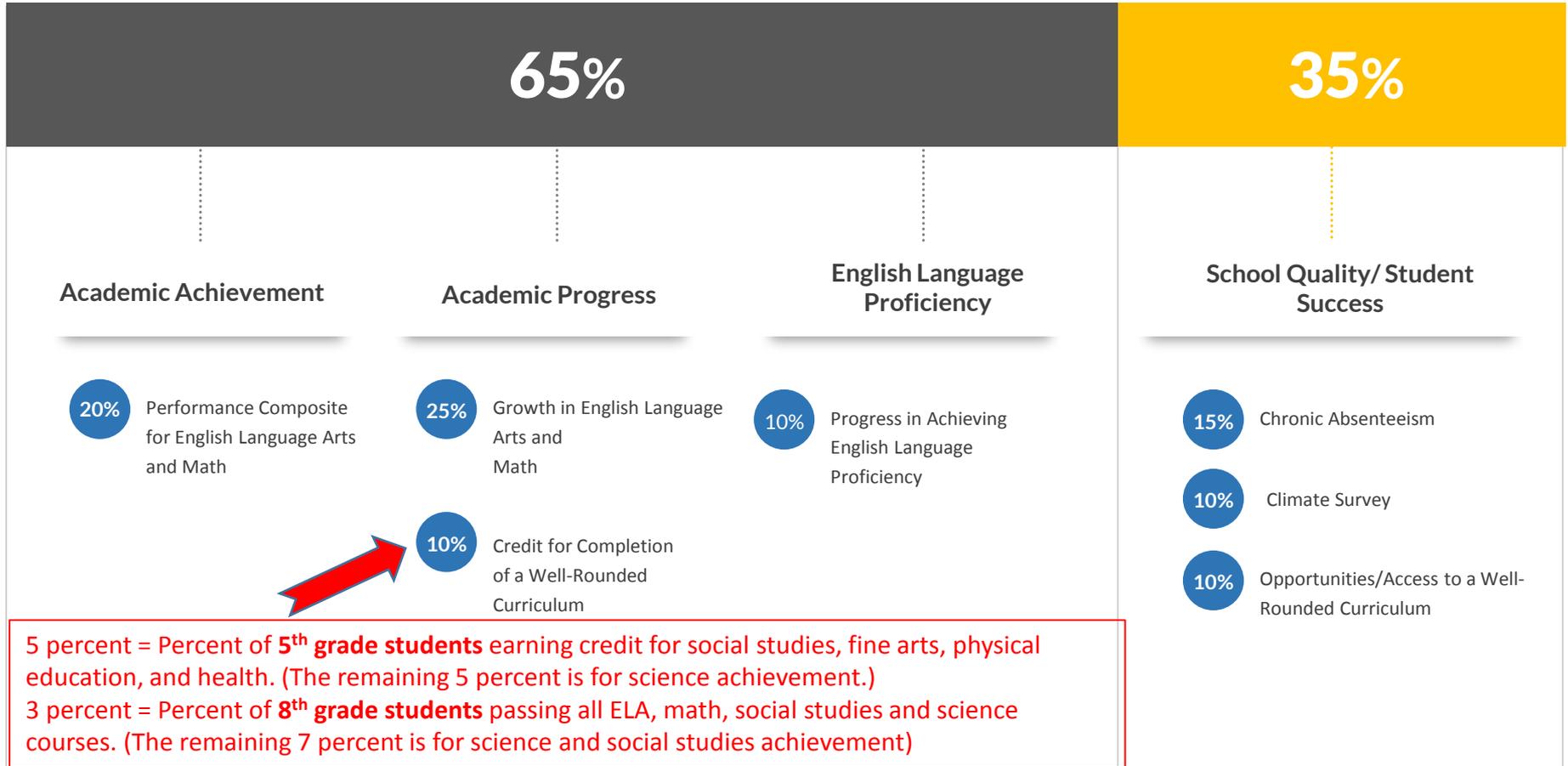
(Points would actually be assigned in increments of 0.5)

# ESSA Implementation Update

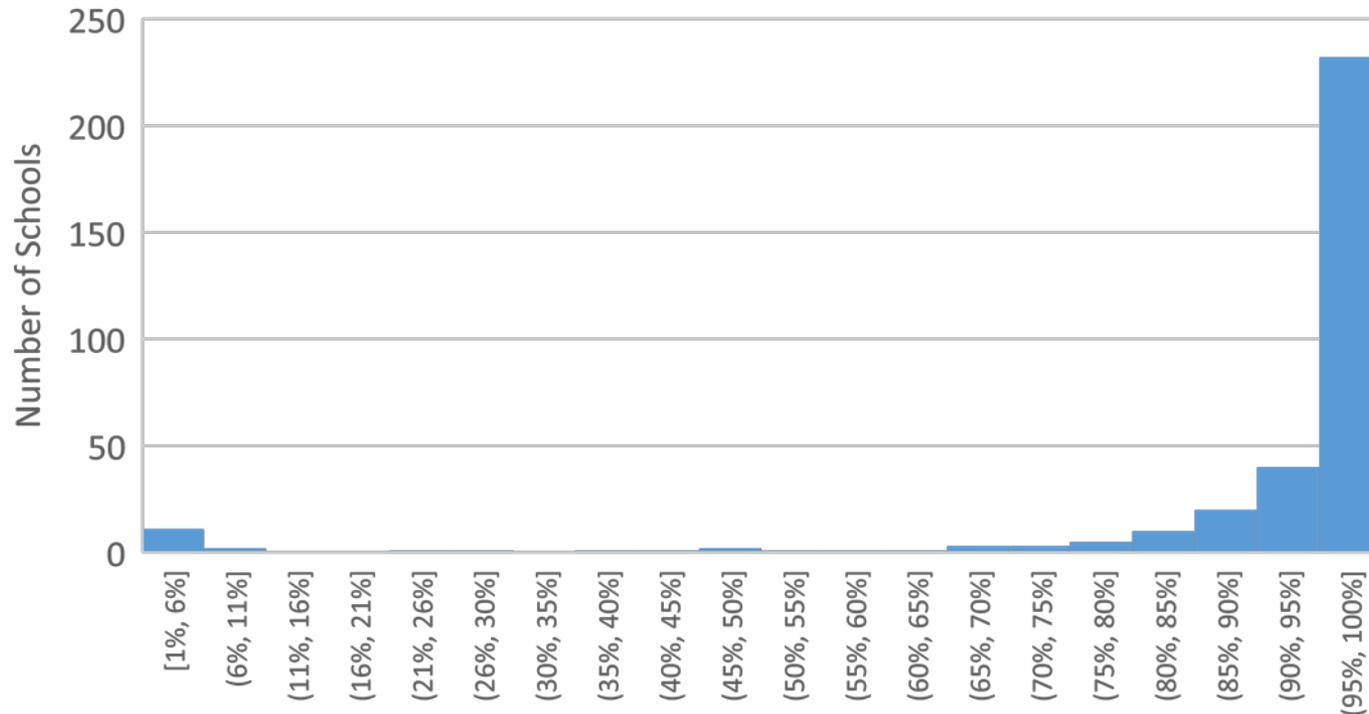
**Elementary and Middle  
“Credit for”  
completion of a well-rounded curriculum**

# ELEMENTARY and MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS



## Elementary School “Credit for” 2016-2017 data and recommendation for allocating points



Percent of 5th grade students earning credit for social studies, fine arts, physical education, and health

**Most schools with available data had 90 percent or more of their students earning a credit for social studies, fine arts, physical education, and health.**

Data were available for approximately 300 of 900 elementary schools, because many elementary schools counted enrollment in general courses rather than subject-specific ones in 2016-2017. All schools will collect subject-specific course data in 2017-2018.

# ESSA Implementation Update

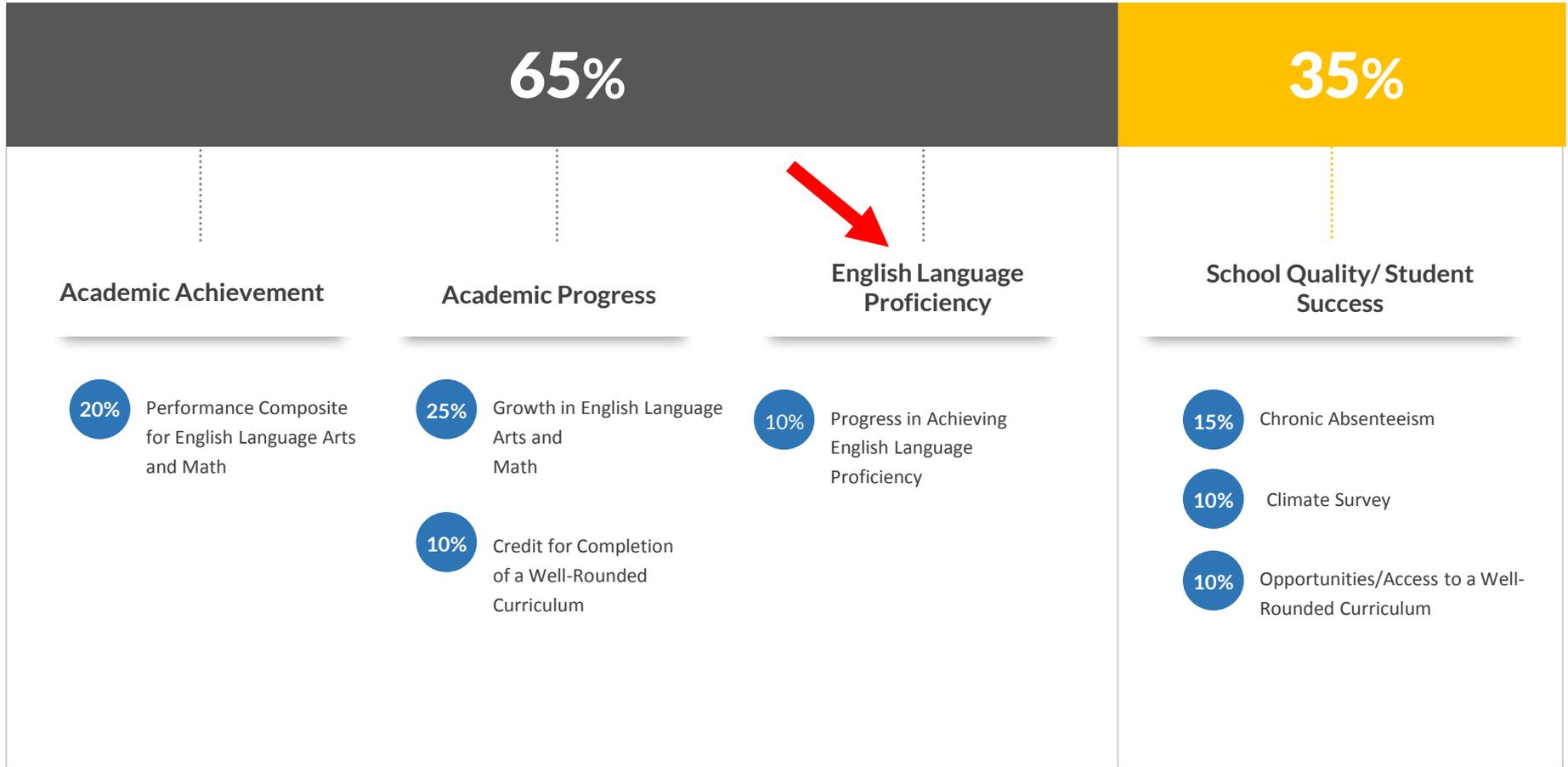
## English Language Proficiency

(same method of assessment and calculation for elementary, middle, and high schools)

Percentage of students making progress towards attaining English language proficiency as measured by growth on the ACCESS assessment for English language learners.

# ELEMENTARY and MIDDLE SCHOOLS

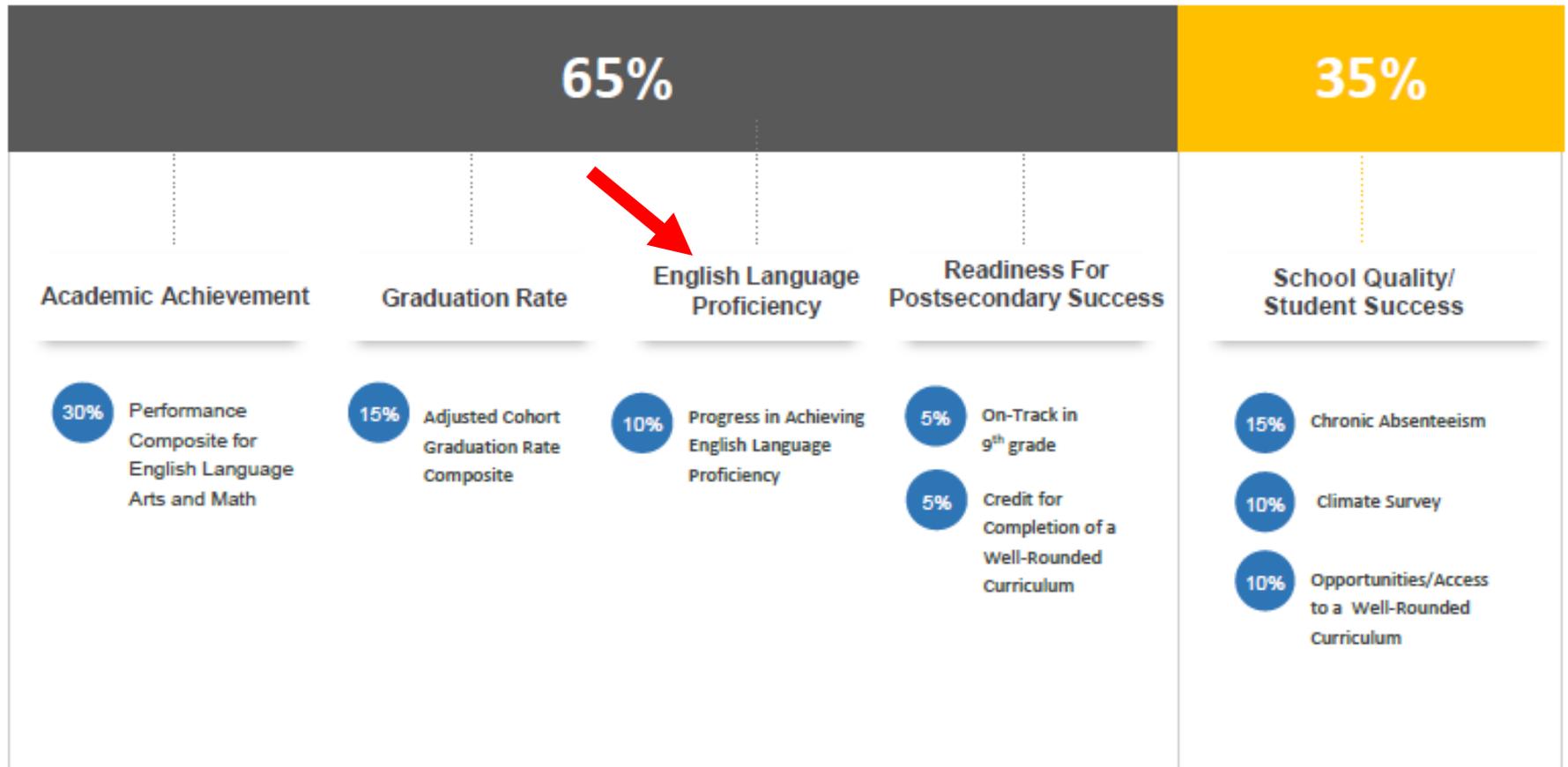
FRAMEWORK OF INDICATORS



# Framework of Indicators

## HIGH SCHOOLS

### FRAMEWORK OF INDICATORS



# Maryland Report Card: English Language Proficiency

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

[View additional info](#)

### HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARD LEARNING ENGLISH?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus a ante lacus. Donec non eros at nunc tincidunt mollis at eu turpis. Fusce semper commodo ligula ut convallis. Phasellus ac purus ullamcorper, tempor ligula eu, imperdiet ex.



MEASURE	RESULTS	EARNED POINTS
Percent of English learners making progress	68%	6 out of 10

**6**  
EARNED POINTS  
(POSSIBLE POINTS: 10)

Note: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus a ante lacus. Donec non eros at nunc tincidunt mollis at eu turpis. Fusce semper commodo ligula ut convallis. Phasellus ac purus ullamcorper, tempor ligula eu, imperdiet ex. Lorem ipsum dolor sit amet, consectetur [click here](#).

This document is for format consideration only. Data are for illustrative purposes only.

# English Language Proficiency (ELP)

- N-size = 10
- English Language Proficiency will count as 10% for schools meeting minimum N-size for grades K-12
- Assessment is the ACCESS for ELLs 2.0 which is administered annually to all English Learners (EL)
- The exit criteria is 4.5 (ELs with a proficiency level of 4.5 have an equi-probable likelihood of achieving proficiency on PARCC when compared to performance of English-only peers)

# English Language Proficiency (ELP)

## Growth-to-Target Model for ELP

### Expected ELP Growth by Years

Initial Year Proficiency Level (based on ACCESS for ELLs 2.0)	Year 2	Year 3	Year 4	Year 5	Year 6
1.0 – 1.9	1.0	.9	.7	.5	.4
2.0 – 2.9	.9	.7	.5	.4	---
3.0 – 3.9	.7	.5	.3	---	---
4.0 – 4.4	.3	.2	---	---	---
Proficiency Attainment Met	---	---	---	---	---

Year	Target in %
Baseline: 2016-17	48
2017-2018	50
2018-2019	52
2019-2020	54
2020-2021	56
2021-2022	58
2022-2023	60
2023-2024	62
2024-2025	64
2025-2026	66
2026-2027	68
2027-2028	70
2028-2029	72
2029-2030	74

# ESSA Implementation Update

## Adjusted Cohort Graduation Rate Composite High Schools

# Framework of Indicators

## HIGH SCHOOLS FRAMEWORK OF INDICATORS

65%

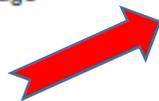
35%

### Academic Achievement

30% Performance Composite for English Language Arts and Math

### Graduation Rate

15% Adjusted Cohort Graduation Rate Composite



### English Language Proficiency

10% Progress in Achieving English Language Proficiency

### Readiness For Postsecondary Success

5% On-Track in 9<sup>th</sup> grade  
5% Credit for Completion of a Well-Rounded Curriculum

### School Quality/ Student Success

15% Chronic Absenteeism  
10% Climate Survey  
10% Opportunities/Access to a Well-Rounded Curriculum

10% - Percent of a school's cohort of first time 9<sup>th</sup> grade students in a particular school year adjusted for students who transfer in or out of the cohort after 9<sup>th</sup> grade who graduate within **four** years

5% - Percent of a school's cohort of first time 9<sup>th</sup> grade students in a particular school year adjusted for students who transfer in or out of the cohort after 9<sup>th</sup> grade who graduate within five years

## Maryland Report Card: Graduation Rate



This document is for format consideration only. Data are for illustrative purposes only.

## Maryland Report Card : Student Group - Graduation

Graduation Rate	ADJUSTED COHORT GRADUATION RATE					
	FOUR-YEAR			FIVE-YEAR		
	SCHOOL	ANNUAL TARGET	IMPROVEMENT	SCHOOL	ANNUAL TARGET	IMPROVEMENT
American Indian/Alaska Native	--	--	--	--	--	--
Asian	72.0%	Not Met	No	78.4%	Not Met	Yes
Black/African American	68.0%	Not Met	Yes	70.8%	Met	Yes
Hispanic/Latino	69.2%	Met	Yes	60.3%	Met	Yes
Pacific Islander	--	--	--	--	--	--
Two or More Races	74.0%	Met	Yes	73.1%	Not Met	No
White/Caucasian	70.6%	Met	Yes	72.3%	Met	Yes
Special Education	50.5%	Not Met	No	40.5%	Not Met	No
English Learners	25.4%	Not Met	No	30.2%	Not Met	Yes
Economically Disadvantaged	45.1%	Not Met	Yes	42.3%	Not Met	No
<b>All Students</b>	<b>68.0%</b>	<b>Met</b>	<b>Yes</b>	<b>72.0%</b>	<b>Met</b>	<b>Yes</b>

Note: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus a ante lacus. Donec non eros at nunc tincidunt mollis at eu turpis. Fusce semper commodo ligula ut convallis. Phasellus ac purus ullamcorper, tempor ligula eu, imperdiet ex. Lorem ipsum dolor sit amet, constempor ligula eu, [click here](#).

This document is for format consideration only. Data are for illustrative purposes only.

# ESSA Implementation Update

## Readiness for Post Secondary Success

On Track 9<sup>th</sup> Grade  
and  
High School “Credit for”  
completion of a well-rounded curriculum

# Framework of Indicators

## HIGH SCHOOLS FRAMEWORK OF INDICATORS

65%

35%

### Academic Achievement

30% Performance Composite for English Language Arts and Math

### Graduation Rate

15% Adjusted Cohort Graduation Rate Composite

### English Language Proficiency

10% Progress in Achieving English Language Proficiency

### Readiness For Postsecondary Success

5% On-Track in 9<sup>th</sup> grade  
5% Credit for Completion of a Well-Rounded Curriculum

### School Quality/ Student Success

15% Chronic Absenteeism  
10% Climate Survey  
10% Opportunities/Access to a Well-Rounded Curriculum

Percent of 9<sup>th</sup> grade students, earning at least four credits in any of: ELA, mathematics, science, social studies, or world language.

# Framework of Indicators

## HIGH SCHOOLS FRAMEWORK OF INDICATORS

65%

35%

### Academic Achievement

30% Performance Composite for English Language Arts and Math

### Graduation Rate

15% Adjusted Cohort Graduation Rate Composite

### English Language Proficiency

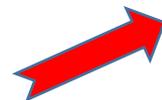
10% Progress in Achieving English Language Proficiency

### Readiness For Postsecondary Success

5% On-Track in 9<sup>th</sup> grade  
5% Credit for Completion of a Well-Rounded Curriculum

### School Quality/ Student Success

15% Chronic Absenteeism  
10% Climate Survey  
10% Opportunities/Access to a Well-Rounded Curriculum



Percent of high school completers with: 3+ AP, 4+ IB, SAT standard, ACT standard, dual enrollment credit, University System of Maryland entry requirements, Career and Technology Education (CTE) certification + concentration, CTE completers, youth apprenticeships, Armed Services Vocational Aptitude Battery (ASVAB), Seal of Biliteracy, students obtaining a certificate of program completion

# Maryland Report Card: Readiness for Post-Secondary Success

## READINESS FOR POST-SECONDARY SUCCESS

[View additional info](#)

### HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus a ante lacus. Donec non eros at nunc tincidunt mollis at eu turpis. Fusce semper commodo ligula ut convallis. Phasellus ac purus ullamcorper, tempor ligula eu, imperdiet ex.



MEASURE	RESULTS	EARNED POINTS
Percent of 9th graders on-track to graduation	68%	3 out of 5
Percent of students completing a well-rounded curriculum	72%	4 out of 5
		<b>7</b> EARNED POINTS (POSSIBLE POINTS: 10)

Note: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus a ante lacus. Donec non eros at nunc tincidunt mollis at eu turpis. Fusce semper commodo ligula ut convallis. Phasellus ac purus ullamcorper, tempor ligula eu, imperdiet ex. Lorem ipsum dolor sit amet, consectetur [click here](#).

This document is for format consideration only. Data are for illustrative purposes only.

# ESSA Implementation Update

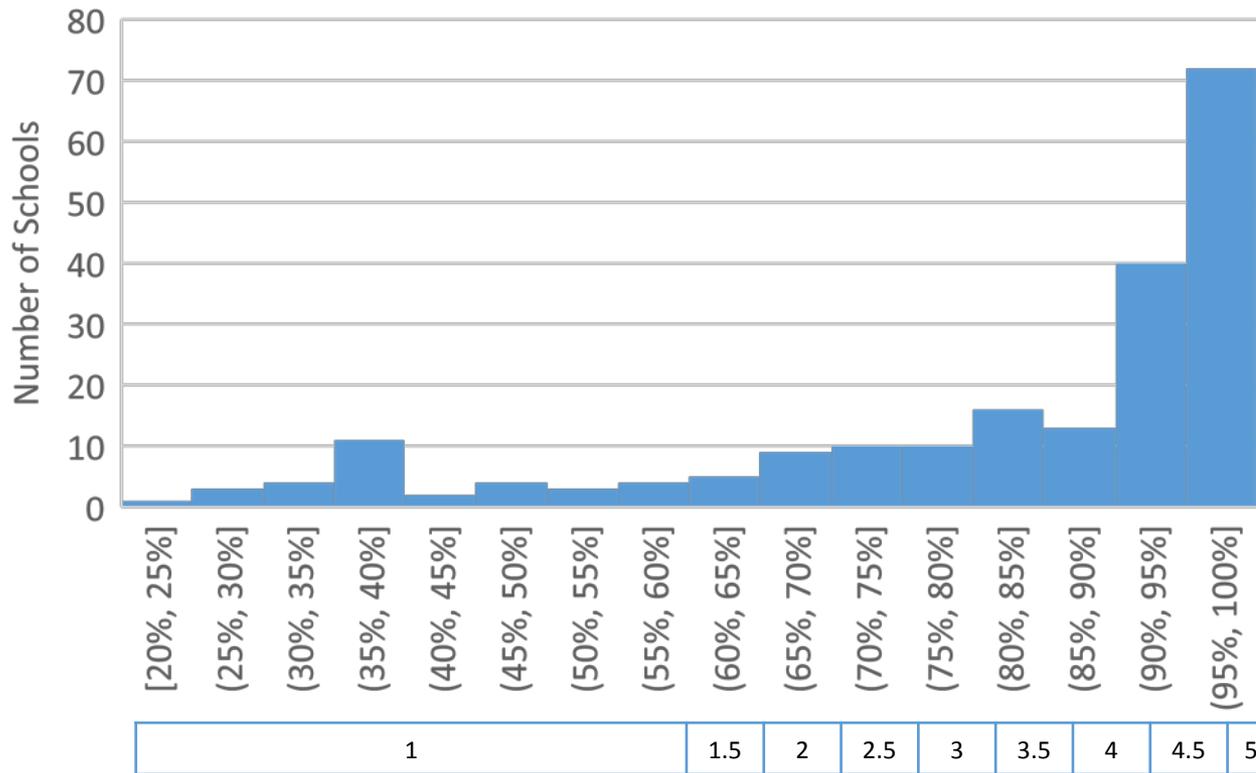
## Assigned Scores Definition

**Assigned Scores** – Means that points will be allocated by a standard-setting process that accounts for the distribution of current and historical data, applicable research, and stakeholder input. A percent of a whole distribution would not meaningfully differentiate schools for the measure.

# High School “Credit for”

## 2016-2017 data and recommendation for allocating points

Percent of students meeting "well-rounded" criteria, traditional high schools (2016)



Percent of high school completers earning "credit for" ...		Points
0.0	60.0	1
60.0	65.1	1.5
65.1	70.3	2
70.3	75.4	2.5
75.4	80.6	3
80.6	85.7	3.5
85.7	90.9	4
90.9	96.0	4.5
96.0	100.0	5

Note: Present data does not include students completing apprenticeships, meeting the ASVAB standard, earning a Seal of Biliteracy, or meeting the standards for Certificate of Program Completion. Adding in the missing elements will increase the percentage of students meeting the standard and further skew the distribution. Data will be included for 2017-2018.

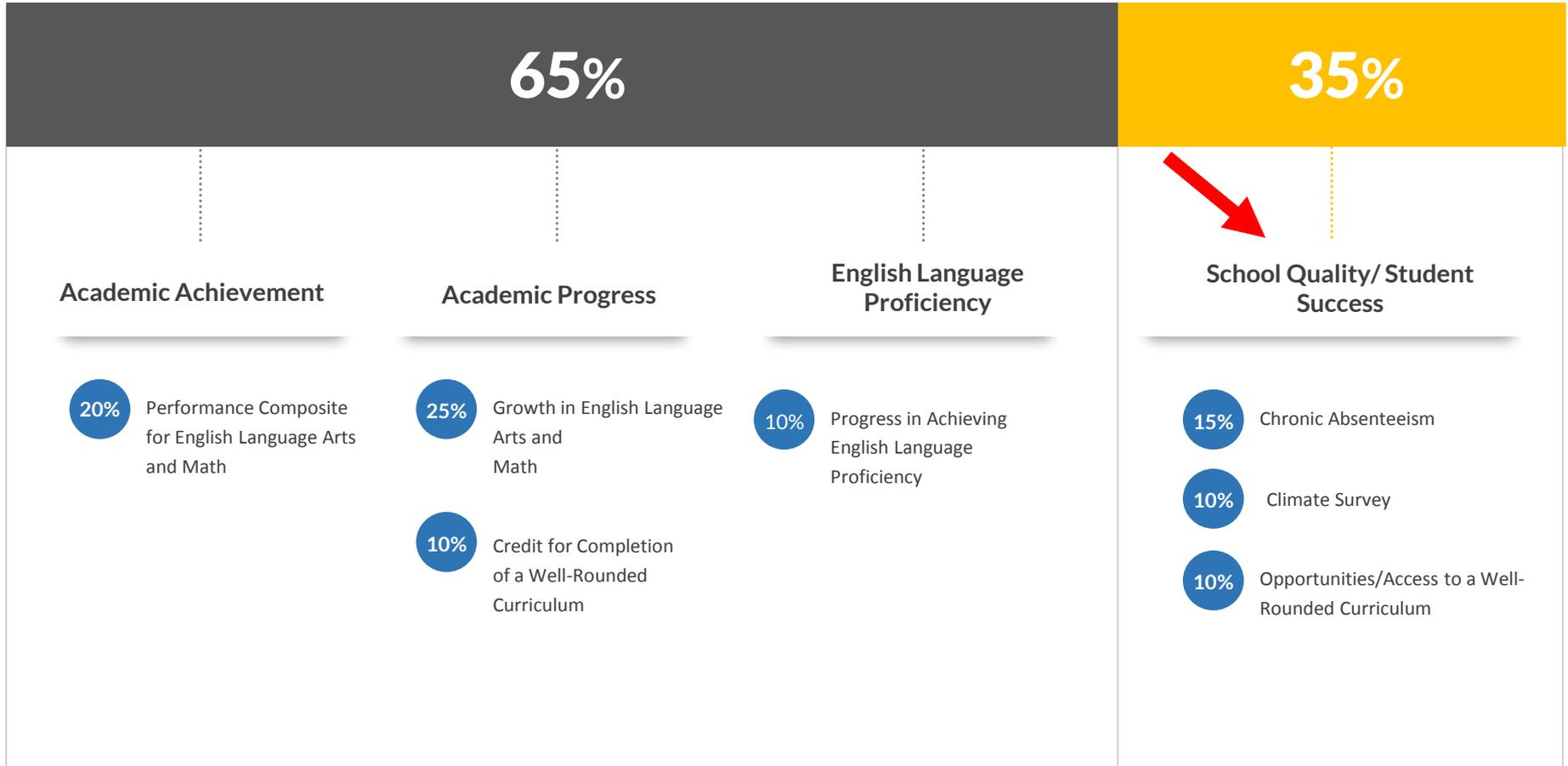
# ESSA Implementation Update

## School Quality and Student Success - (35%)

The State may include measures of student engagement; educator engagement; student access to and completion of advanced coursework; postsecondary readiness; school climate and safety; and any other indicator the State chooses that meets the requirements of the law.

# ELEMENTARY and MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS



# Framework of Indicators

## HIGH SCHOOLS

### FRAMEWORK OF INDICATORS

65%

35%

#### Academic Achievement

30% Performance Composite for English Language Arts and Math

#### Graduation Rate

15% Adjusted Cohort Graduation Rate Composite

#### English Language Proficiency

10% Progress in Achieving English Language Proficiency

#### Readiness For Postsecondary Success

5% On-Track in 9<sup>th</sup> grade  
5% Credit for Completion of a Well-Rounded Curriculum

#### School Quality/ Student Success

15% Chronic Absenteeism  
10% Climate Survey  
10% Opportunities/Access to a Well-Rounded Curriculum

## Maryland Report Card: School Quality or School Success



This document is for format consideration only. Data are for illustrative purposes only.

# ESSA Implementation Update

## Chronic Absenteeism

## Definition of “percent of students not chronically absent”

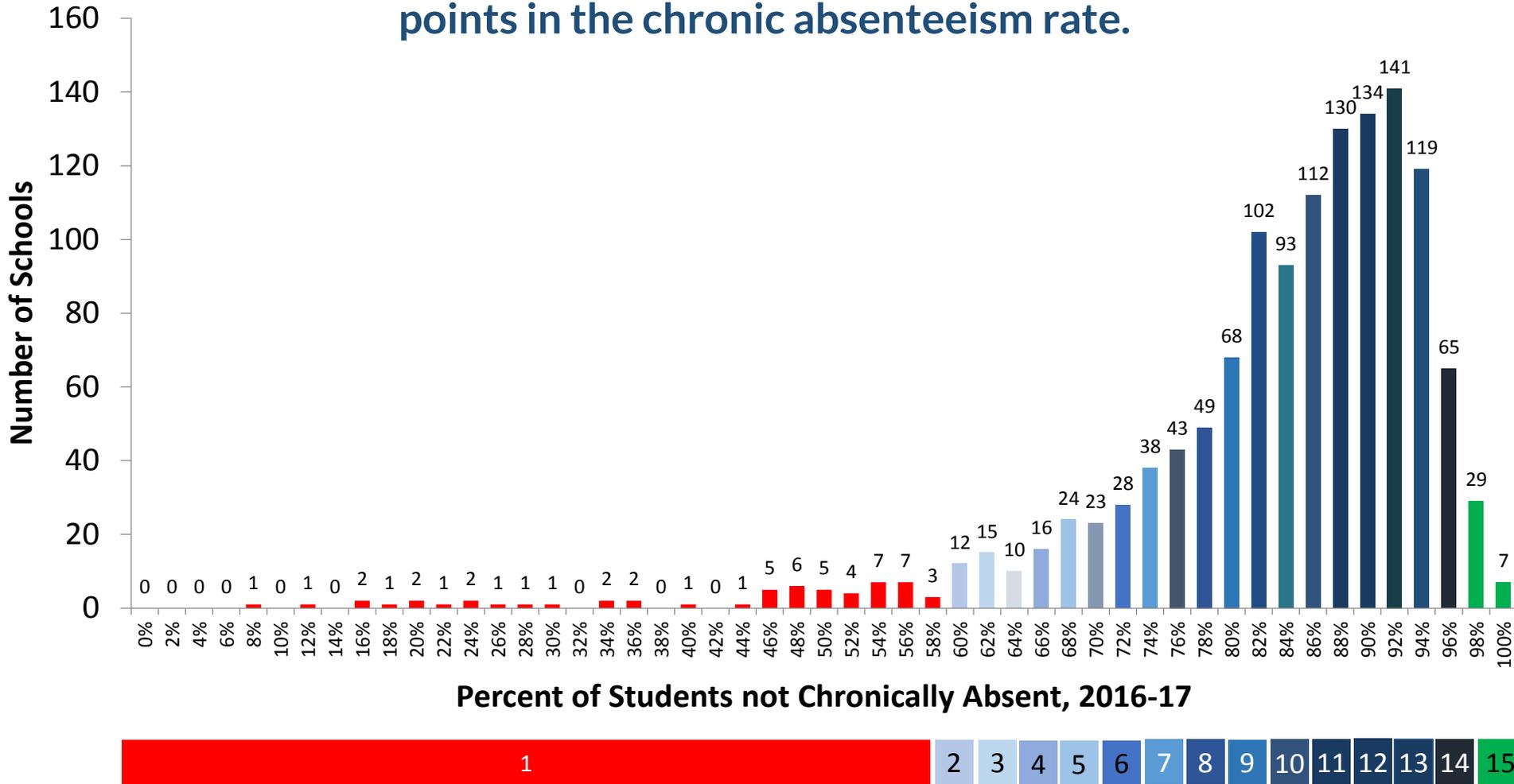
As described in Maryland’s ESSA plan and federal reporting guidelines:

- “Chronically absent” means a student is absent 10 percent or more school days during the school year in membership at least ten days.
- “Absent” means “a student is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.”

The percentage of students **not chronically absent** is equal to:

- 100% - percent of students chronically absent
- The percent of students *present* at least 90 percent of school days during the school year, and in membership at least ten days.

Use even increments to assign points for rates between 60 and 96 percent. Each “accountability point step” represents an interval of 2.67 percentage points in the chronic absenteeism rate.



# ESSA Implementation Update

## School Climate Survey

# School Climate Survey Development and Reporting

- The climate survey has four domains, each with from two to four topics.
- The domains and topics were developed by the climate survey steering committee. Once the topics are selected, the questions are fixed.
- Any changes to questions, topics, and domains have to be studied to ensure validity and continuity.

## Safety

- Physical safety
- Emotional safety
- Bullying
- Substance abuse

## Environment

- Instructional environment
- Physical environment
- Fairness

## Engagement

- Cultural and linguistic diversity
- Participation

## Relationships

- Student-student relationships
- Student-staff relationships

# Survey administration procedures are being communicated to LEAs for 2018-2019 administration

- Field test will be fall 2018; full survey administration will be spring 2019
- Survey will likely fit within one class period (most students should be able to complete it in less than 20 minutes).
- Students: Grades 5 – 11
- Educators: Teachers, principals, instructional staff
- Spanish translation will be available.
- Administration procedures will utilize Assessment procedures and the Maryland Accommodation Manual.

# ESSA Implementation Update

## Opportunities/Access to a well-rounded curriculum

# ELEMENTARY and MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS

65%

35%

## Academic Achievement

20% Performance Composite for English Language Arts and Math

## Academic Progress

25% Growth in English Language Arts and Math

10% Credit for Completion of a Well-Rounded Curriculum

## English Language Proficiency

10% Progress in Achieving English Language Proficiency

## School Quality/ Student Success

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum

- **Elementary** – Percent of 5<sup>th</sup> grade students enrolled in science, social studies, fine arts, physical education, and health
- **Middle** – Percent of 8<sup>th</sup> grade students enrolled in fine arts, physical education, health and computational thinking



# Framework of Indicators

## HIGH SCHOOLS

### FRAMEWORK OF INDICATORS

65%

35%

#### Academic Achievement

30% Performance Composite for English Language Arts and Math

#### Graduation Rate

15% Adjusted Cohort Graduation Rate Composite

#### English Language Proficiency

10% Progress in Achieving English Language Proficiency

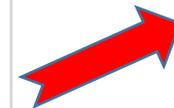
#### Readiness For Postsecondary Success

5% On-Track in 9<sup>th</sup> grade  
5% Credit for Completion of a Well-Rounded Curriculum

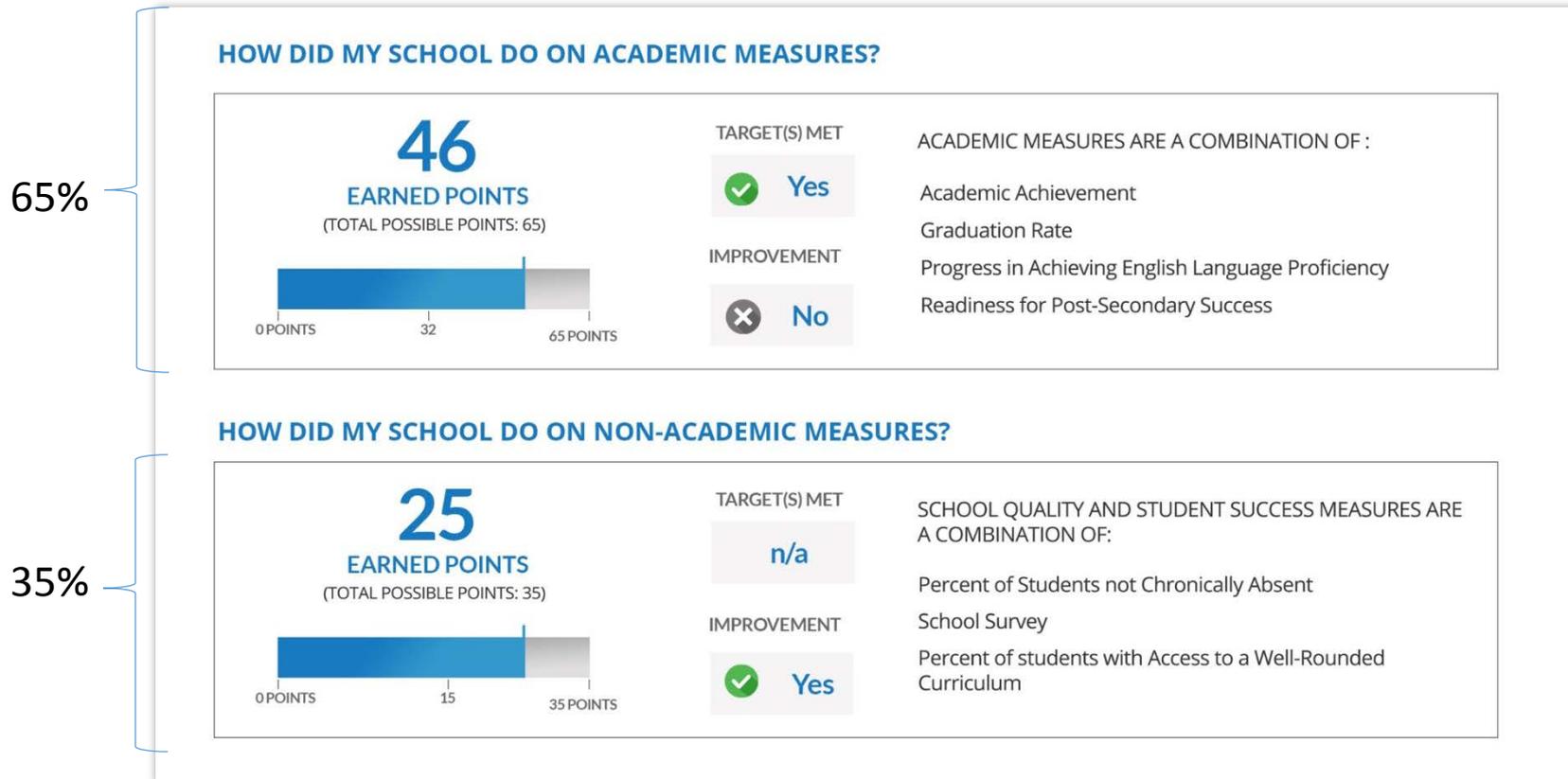
#### School Quality/ Student Success

15% Chronic Absenteeism  
10% Climate Survey  
10% Opportunities/Access to a Well-Rounded Curriculum

Percent of students graduating or exiting with a certificate of program completion: enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course; participated in dual enrollment; or enrolled in an MSDE-approved Career and Technical Education (CTE) program at the CTE concentrator level or higher. For students pursuing a certificate of program completion: enrollment in a general education core academic and/or elective course.



## Maryland Report Card: Academic and Non-Academic Measures



This document is for format consideration only. Data are for illustrative purposes only.

# ESSA Implementation Update

## Equity

# Minimum reporting requirement: disaggregate all indicators by student group.

EXAMPLE DATA for demonstration purposes only

All students	Asian	Black/African American	Hispanic/Latino	White	Students with Disabilities	Limited English Proficient	Economically Disadvantaged	
School Enrollment	100%	2%	73%	17%	80%	10%	16%	72%

INDICATOR	POSSIBLE POINTS	POINTS EARNED							
		All students	Asian	Black/African American	Hispanic/Latino	White	Students with Disabilities	Limited English Proficient	Economically Disadvantaged
Academic Achievement	20	12.0	14.5	10.7	11.1	13.4	6.1	8.9	9.6
Growth	25	15.0	16.0	13.0	14.0	17.0	12.5	13.0	14.5
Credit for a Well-Rounded Curriculum	10	8.3	9.0	7.8	7.5	9.0	7.1	7.9	8.3
Progress in Achieving English Language Proficiency	10	5.5	n/a	n/a	5.5	n/a	n/a	5.5	n/a
School Quality and Student Success	35	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
	TOTAL	70.9	69.5	61.5	68.1	69.4	55.7	65.3	62.4
	PERCENT PERCENTILE	70.9%	77.2%	68.3%	68.1%	77.1%	61.9%	65.3%	69.3%
		80th							
		★★★★							

# Recommendation: Report the gap between students in and out of each student group by indicator.

Shown by: Student groups by race

EXAMPLE DATA for demonstration purposes only

		All students	Asian	Not Asian	Black/African American	Not Black/African American	Hispanic/Latino	Not Hispanic/Latino	White	Not White	
School Enrollment		100%	2%	98%	73%	27%	17%	83%	80%	20%	
INDICATOR	POSSIBLE POINTS	POINTS EARNED									
Academic Achievement	20	12.0	14.5	11.9	10.7	14.1	11.1	13.0	13.4	10.8	
Growth	25	15.0	16.0	15.0	13.0	18.0	14.0	16.0	17.0	13.5	
Credit for a Well-Rounded Curriculum	10	8.3	9.0	8.2	7.8	9.1	7.5	8.9	9.0	8.0	
Progress in Achieving English Language Proficiency	10	5.5	n/a	n/a	n/a	n/a	5.5	n/a	n/a	n/a	
School Quality and Student Success	35	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	
	TOTAL	70.9	69.5	65.1	61.5	71.2	68.1	67.9	69.4	62.3	
	PERCENT	70.9%	77.2%	72.3%	68.3%	79.1%	68.1%	75.4%	77.1%	69.2%	
	PERCENTILE	80th	<b>GAP:4.9%</b>		<b>GAP:-10.8%</b>		<b>GAP:-7.3%</b>		<b>GAP:7.9%</b>		
		★★★★									

# Recommendation: Report the gap between students in and out of each student group by indicator.

Shown by: Student groups by services

EXAMPLE DATA for demonstration purposes only

	All students	Students with Disabilities	Not Students with Disabilities	Limited English Proficient	Not Limited English Proficient	Economically Disadvantaged	Not Economically Disadvantaged
School Enrollment	100%	10%	90%	16%	84%	72%	28%

INDICATOR	POSSIBLE POINTS	POINTS EARNED							
Academic Achievement	20	12.0	6.1	12.5	8.9	12.7	9.6	13.9	
Growth	25	15.0	12.5	16.0	13.0	16.5	14.5	16.5	
Credit for a Well-Rounded Curriculum	10	8.3	7.1	8.8	7.9	9.2	8.3	7.8	
Progress in Achieving English Language Proficiency	10	5.5	n/a	n/a	5.5	n/a	n/a	n/a	
School Quality and Student Success	35	30.0	30.0	30.0	30.0	30.0	30.0	30	
	TOTAL	70.9	55.7	67.3	65.3	68.4	62.4	68.2	
	PERCENT	70.9%	61.9%	74.8%	65.3%	76.0%	69.3%	75.8%	
	PERCENTILE	80th	<b>GAP:-12.9%</b>		<b>GAP:-10.7%</b>		<b>GAP:-6.4%</b>		
		★★★★							