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State Superintendent of Schools

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TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D. *KBS/CLN*

DATE: August 23, 2016

SUBJECT: *Every Student Succeeds Act* (ESSA) Update

PURPOSE:

To provide an update on the work of the ESSA Internal Committee, specifically related to accountability. This update includes feedback from stakeholders, information on other state models, and specific areas for discussion.

BACKGROUND/HISTORICAL PERSPECTIVE:

In December 2015, Congress was able to reach bipartisan agreement on an Elementary and Secondary Education Act (ESEA) reauthorization bill and passed the *Every Student Succeeds Act*, signed by President Obama on December 10, 2015. In June 2016, the U.S. Department of Education (USED) began releasing draft regulations to provide further guidance on the new law. The Maryland State Department of Education (MSDE) ESSA Internal and External Committees along with subcommittees are working to complete a draft of the Maryland Consolidated State Application for submission to the U.S. Department of Education by March 6, 2017.

EXECUTIVE SUMMARY:

The charge of the ESSA Internal Committee is to provide guidance on the transition from ESEA to ESSA, provide recommendations to the ESSA External Stakeholder Committee, the State Superintendent, and the State Board on Maryland's ESSA Plan, and create a draft of the State Plan Components.

Based on the draft USED ESSA Regulations, the State Plan must include five components: 1) Consultation and Coordination; 2) Challenging Academic Standards and Academic Assessments; 3) Accountability, Support, and Improvement for Schools; 4) Supporting Excellent Educators; and 5) Supporting All Students. Each of these components contains multiple elements which need to be addressed. Based on these components, seven workgroups have been created. Each workgroup is chaired or co-chaired by a Maryland State Department of Education (MSDE) staff

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member with expertise in the area. The chair will create a workgroup of both internal and external stakeholders to complete the work. The Accountability Workgroup membership and meeting schedule are established.

The update on accountability will include input on ESSA from members of the Public School Superintendents Association of Maryland (PSSAM), a summary of input on Maryland's accountability model from stakeholders, a review of components of selected State plans, and an in-depth discussion of recommendations of components for Maryland's Accountability Plan.

ACTION:

For information only.

Feedback- Stakeholder Groups Accountability Recommendations

Introduction: Between February and July 2016, the State Superintendent of Schools and the Assistant State Superintendent for the Division of Academic Policy and Innovation, along with other Maryland State Department of Education (MSDE) staff, attended approximately 40 meetings with stakeholders to discuss the Every Student Succeeds Act (ESSA), Maryland’s Consolidated State Application/Plan and gather feedback from interested constituents. Seven of these specific groups: Assistant Superintendents for Instruction, Multicultural Network, External Stakeholder Committee (consisting of representatives of multiple stakeholder groups), English/Language Arts Supervisors, Gifted and Talented Advisory Council, Gifted and Talented Supervisors, and English Learner Stakeholders submitted written feedback with approximately 83 recommendations. All groups were offered the opportunity and encouraged to provide input to recommendations for Maryland’s Plan. MSDE has also met with other groups, including (but not limited to) the Special Education Community, Title I Supervisors, Teachers, Curriculum Coordinators, and LEA Superintendents to engage in dialogue about the plan and the groups’ recommendations. Overall, MSDE continues to seek input and schedule stakeholder meetings for all interested parties.

Below is a summary of the accountability recommendations. Please note, these are summarized for brevity and the actual documents are available upon request.

<u>ACCOUNTABILITY INDICATORS</u>	
<ul style="list-style-type: none"> • Include Science – reconfigure <u>integrated</u> courses • Consider using attendance and discipline data • Flexibility is paramount!!! LEAs need options • LEAs should be able to identify their own school quality indicator – state could provide exemplars but not mandate any • Growth is fine but minimize overall • Avoid School Performance Index (SPI)-like measures thru combined tests into one formula • School progress should be measured against themselves - i.e., not an arbitrary target for all schools - trajectory vs growth varies - make a starting point • Support reclassified ELs being kept in accountability for 4 years • Keep N size large enough not to be a burden on small districts • Compare subgroups by race and then compare EL vs. non-EL, Spec Ed vs. Non-Spec Ed, etc. 	<p>Assistant Superintendents for Instruction (24)</p>
<ul style="list-style-type: none"> • For the non-academic indicators, have students answer questions on inclusion, equity, and cultural competency. • Consider the EL dropout rate and the concern that students will be “pushed out.” • Consider coordination between accountability assessments to reduce burden on students, especially ELs. For instance consider PARCC, WIDA, HSAs, and CCRCA. It’s too much. • Ongoing crosswalk needs to be in place between ESSA and the Equity Plans. 	<p>Multicultural Network (24)</p>

<ul style="list-style-type: none"> Measures of proficiency between and among student groups should be disaggregated with specific attention to the intersection of student group identification i.e. disability vs. disability, FARMS, and race. Then, reporting should be directly linked to MSDE Equity Plan. 	
<ul style="list-style-type: none"> Focusing separately on elementary and middle schools; Consider weighted accountability indicators Consider Dual enrollment for 12th grade year <ul style="list-style-type: none"> Dual enrollment – credits earned not taken Potentially look at dual enrollment Keep N size smaller; <ul style="list-style-type: none"> Don't change N to 10 – keep it at 5 Keep N size low – maybe 10 Determine the impact on n-size from 5-10 as it may be higher for small schools Look at the number of schools eliminated when moving from 5-10 Include science in EL/MS Consider an Index Make sure indicators are Measurable, Actionable, and Meaningful Parent choice to “opt” out of assessment (95%) impact Decide whether it is 95% PARCC + alt assessment or 95% PARCC + 95% alt-assessment Include Waivers for students who have experienced trauma Determine definition for proficiency/vs advance students that shows growth of each student over time Incentivize school/districts growth Include Teacher quality and class size/case load Advanced coursework/specials (above core subjects) A social-emotional climate and culture index Chronic absence Suspension Social and Emotional Learning (SEL) Skills Kindergarten Readiness Assessment (KRA) data by performance levels – (particularly emerging level) Consider more than one school quality indicator Survey climate Related arts access and availability to advance coursework Advanced certification and teaching in area of certification It is critical that access to rigorous classwork is included as an indicator as well as accessibility to STEM programs Consider whether reporting groups (homeless, foster, military) should also be accountability groups Postsecondary enrollment should include military 	<p>External Stakeholder Committee (26)</p>
<ul style="list-style-type: none"> Worried about no highly qualified teachers There needs to be some level, some standard 	<p>English/ Language Arts (ELA) Supervisors (24)</p>
<ul style="list-style-type: none"> Consider Gifted and Talented students as a separate student group Ensure above grade-level testing is an option Give schools extra credit for getting students to the advanced level 	<p>Gifted and Talented Advisory Council (43)</p>

<ul style="list-style-type: none"> • Use computer adaptive assessments • Require subject matter assessments at the beginning and end of year to determine growth 	
<ul style="list-style-type: none"> • Include multiple pathways and entry points for GT identification, promoting diversity while maintaining program integrity. • Include longitudinal monitoring of GT student performance, including course selection and advanced opportunities (e.g., internships, dual-enrollment, AP, IB, etc.) in high school. • Dropout rates • Indicators should be LEA developed and driven. • AP course work with 3 or higher AP test scores, • Number of students in pull out GT services, • Number of students in advanced classes in middle school, • Number of students with advanced grade placements, • Number of CTE completers • Accountability for direction of some funds towards GT education (professional learning, programming costs, identification tools, etc.) • Per-pupil expenditures should include specific funding for students with special needs, including gifted. 	Gifted and Talented Supervisors (24)
<ul style="list-style-type: none"> • Cohort graduation rates- 5 year is preferred (multiple times) • Provide an alternative pathway for students who will age out or will meet a set criterion 	English Learner Supervisors (29)
<ul style="list-style-type: none"> • Extend growth measure through middle and primary education • Increase N size from 5 • N size should remain small, keep it at 5 • Recognize bilingual students as a student subgroup 	English Learner Advisory Council (20)

Summary: Overall, stakeholders are very interested in the new accountability system. Some themes that rise to the top include (Note: Parenthesis indicate the number of times it is recommended across stakeholder groups):

- Keep the N size (5/10) low (8)
- Include measures of dual enrollment (5)
- Include science in accountability (4)
- Include data other than proficiency, example, attendance, discipline, etc (23)
- Support for growth measures (6)
- Include 5-year cohort graduation rate (9)
- Keep measures to a minimum (4)

In these seven groups represented here, there are approximately 214 individuals that contributed to these recommendations. The groups met in person and/or used their list serves as a way to solicit feedback. MSDE will continue to request, collect recommendations and share with the workgroups.

Some areas to address that may be contrary to each other (Note: Since we have collected recommendations and have not shared a specific plan to date, the collection did not call attention to areas of differences):

- Index/summative vs dashboard
- Choices provided to LEAs vs same measures for each school per level

Every Student Succeeds Act (ESSA)

**State Board Meeting
August 23, 2016**

Objectives

- Gather and share input from stakeholders on recommendations for Maryland's Accountability Plan
- Discuss topics of accountability
- Review examples of components of selected State accountability models

Local Superintendent Input

- ❑ Public School Superintendents Association of Maryland (PSSAM)
 - ❑ Dr. Theresa R. Alban, Superintendent of Frederick County Public Schools

Consolidated State Plan

- Consultation and Coordination
- Challenging Academic Standards and Assessments
- **Accountability, Support, and Improvement for Schools**
- Supporting Excellent Educators
- Supporting All Students

ESSA Timeline Review

- September 27, 2016 State Board Update
- October 25, 2016 State Board Update
- December 5, 2016 State Board Review of Plan
- December 8, 2016 Submission of Plan to Governor, Legislative Policy Committee and Public Comment (30 days)
- January 24, 2017 Update on Comments
- February 28, 2017 Final Review by State Board
- March 6, 2017 Submission to U.S. Department of Education

Stakeholder Input

- Phase I:
 - More than 40 Stakeholder Meetings/Focus Groups conducted since March 2016
 - Summary of feedback on Accountability Indicators from eight groups
- Phase II:
 - Fine tuning recommendations for Maryland's Plan based on stakeholder feedback
 - Additional meetings/focus groups planned
 - Utilization of surveys to gather input

Summary of Accountability Input – Common themes

- Keep a low n-size
- Include multiple measures, including:
 - Dual Enrollment
 - Science
 - Growth
- Include 5-year cohort (in addition to the 4-year cohort) for graduation rate
- Keep measures to a minimum

Additional themes mentioned

- Particular attention to needs of English Learner (EL) students
- Weighting of accountability indicators
- Give schools extra credit for getting students to the advanced level
- Use of dashboards

Accountability Discussion Points

1 Goals	States are to set “ambitious” long-term goals and measurements of interim progress
2 Multiple Measures	States are to use multiple measures with at least four indicators for each school
	Academic Indicators:
	Achievement
	Progress (E/M) or Graduation (H)
	English Learner Proficiency
	Non-Academic Indicator(s):
	School Quality or Student Success
3 Differentiation	States are to meaningfully differentiate schools for each indicator and as a whole by at least three levels

GOALS (Long-term and Interim)

- 95 Percent Proficient - Target
- Baseline 2014-2015 with the first full administration of PARCC
- Option 1:
 - Starting with students in **3rd grade** in 2014-2015 as baseline
 - Target Year would be 2023-2024
- Option 2:
 - Starting with students in **Kindergarten** in 2014-2015 as baseline
 - Target Year would be 2026-2027

GOALS- Option 1 (Example)

School Year	Grade*	Target Growth	% Proficient
2014-15	3	Baseline	70
15-16	4	2.77	72.77**
16-17	5	2.77	75.54
17-18	6	2.77	78.31
18-19	7	2.77	81.08
19-20	8	2.77	83.85
20-21	9	2.77	86.62
21-22	10	2.77	89.39
22-23	11	2.77	92.16
23-24	12	2.84	95

*Grade indicates the rationale for nine years

Proficiency Options

- PARCC Performance Levels 3, 4, and 5
- PARCC Performance Levels 4 and 5
- A graduated approach
- Application of the scale score

Note: PARCC Performance Levels:

- 1- Did not yet meet Expectations
- 2- Partially met Expectations
- 3- Approached Expectations
- 4- Met Expectations
- 5- Exceeded Expectations

MULTIPLE MEASURES



Indicators Elementary/Middle Schools

Indicator
Achievement

Indicator
Progress/Growth

Indicator
English Learner
Proficiency

Indicator
School Quality/Student
Success

Indicators High Schools

Indicator
Achievement

Indicator
Graduation

Indicator
English Learner
Proficiency

Indicator
School Quality/Student
Success

ACADEMIC INDICATOR



Additional measures currently being studied

Proficiency Index

Performance Level	# of students		Points for this level		Points received
1	1	x	20	=	20
2	1	x	40	=	40
3	3	x	60	=	180
4	3	x	80	=	240
5	2	x	100	=	200
					<hr/>
					680/10
					students
					= 68

Mean

Student	Scale Score
1	756 (PL4)
2	735 (PL3)
3	710 (PL2)
4	719 (PL2)
5	728 (PL3)
6	775 (PL4)
<hr/>	
4423/ 6 students	
= 737	

NON-ACADEMIC INDICATOR



ESSA requires states to measure School Quality or Student Success for all public schools

- ❑ Indicator(s) must be disaggregated by student group
- ❑ Indicator(s) may differ by each grade span.
- ❑ Indicator(s) may include one or more measures of:
 - Student access and completion of advanced coursework
 - Postsecondary readiness
 - School climate and safety
 - Student engagement
 - Educator engagement

NON-ACADEMIC INDICATOR

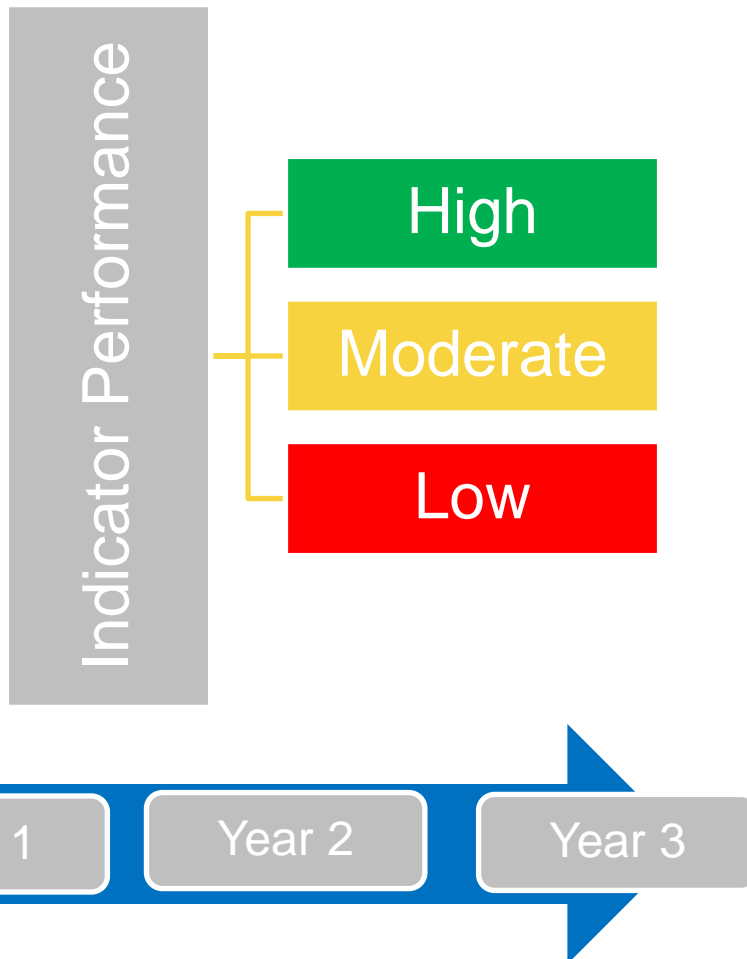


During ESEA Flexibility, Maryland has used for high school a College and Career Preparation (CCP) component in the accountability system.

Measures included:

- ❑ AP Assessment score of 3 or better or IB score of 4 or better
- ❑ Career and Technology Education (CTE) Concentrators
- ❑ College Enrollment

DIFFERENTIATION





State Examples

Ohio



School & District Performance

For 2014-2015, schools and districts receive letter grades on up to 10 measures of academic performance. Listed below are the total number of districts and schools that earned A-F letter grades in each category.

DISTRICT RESULTS

	A	B	C	D	F
Indicators Met	211	99	71	124	104
Performance Index	6	176	343	84	0
4-Year Graduation Rate	332	133	92	25	26
5-Year Graduation Rate	296	205	73	17	17
Value-Added: Overall	219	25	67	26	271
Value-Added: Gifted Students	153	51	125	84	136
Value-Added: Lowest 20% in Achievement	105	52	138	70	223
Value-Added: Students With Disabilities	111	48	122	59	247
Annual Measurable Objectives	14	172	106	110	207
K-3 Literacy Improvement	10	68	169	175	31

Total Districts: 609

SCHOOL RESULTS

	A	B	C	D	F
Indicators Met	603	676	305	503	1145
Performance Index	66	984	1208	821	157
4-Year Graduation Rate	370	145	100	42	131
5-Year Graduation Rate	332	231	95	30	98
Value-Added: Overall	871	176	358	207	861
Value-Added: Gifted Students	399	193	489	208	269
Value-Added: Lowest 20% in Achievement	381	260	691	328	574
Value-Added: Students With Disabilities	361	247	620	268	604
Annual Measurable Objectives	644	491	245	288	1526
K-3 Literacy Improvement	34	168	408	484	293

Total Schools: 3416



Career-Technical Planning Districts

Career-Technical Planning Districts receive grades on up to four measures for 2014-2015. Below are the grades earned by these districts.

	A	B	C	D	F
4-Year Graduation Rate	64	14	9	3	1
5-Year Graduation Rate	60	21	8	2	0
Placement	48	27	10	6	0
Technical Skill Attainment	54	18	8	7	4



Dropout Recovery Community Schools

Dropout Recovery schools receive ratings on up to eight measures for 2014-2015. They also receive a combined graduation rate and an overall rating. Below are the ratings earned by these schools.

	Exceeds Standards	Meets Standards	Does Not Meet Standards
High School Test Passage Rate	Data to be released March 2016		
Annual Measurable Objectives	Data to be released March 2016		
4-Year Graduation Rate	23	44	23
5-Year Graduation Rate	27	42	21
6-Year Graduation Rate	32	38	15
7-Year Graduation Rate	23	41	18
8-Year Graduation Rate	14	34	18
Progress	Data to be released March 2016		
Combined Graduation Rate	Data to be released March 2016		
Overall School Rating	Data to be released March 2016		

Example #1: Ohio School District

2014 - 2015 Report Card for **School District** [View Printable PDF](#)

Overview | Achievement | Progress | Gap Closing | Graduation Rate | K-3 Literacy | Prepared for Success

DISTRICT GRADE
Coming in 2018

DISTRICT DETAILS
VIEW SCHOOLS

Financial Data
These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?
[VIEW DATA](#)

Achievement
This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)
[VIEW GIFTED DATA](#)

Performance Index 82.2%..... **B**
Indicators Met 90.9%..... **A**
[2015 Modified Achievement Measures](#)

Progress
This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)

Value-Added
Overall..... **A**
Gifted..... **A**
Lowest 20% in Achievement..... **C**
Students with Disabilities..... **B**

Gap Closing
This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)

Annual Measurable Objectives 88.9%..... **B**
[2015 AMO Download File](#)

Graduation Rate
This grade answers the question – How many ninth graders graduate in four years or five years?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)

Graduation Rates
94.7% of students graduated in 4 years..... **A**
97.1% of students graduated in 5 years..... **A**

K-3 Literacy
This grade answers the question – Are more students learning to read in kindergarten through third grade?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)

K-3 Literacy Improvement 49.2%..... **C**

Prepared for Success
This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.
COMPONENT GRADE
Coming in 2016
[VIEW DATA](#)

Example #2: Ohio Elementary School

2014 - 2015 Report Card for **Elementary School** [View Printable PDF](#)

Overview | Achievement | Progress | Gap Closing | Graduation Rate | K-3 Literacy | Prepared for Success

SCHOOL GRADE
Coming in 2018

SCHOOL DETAILS
[VIEW DISTRICT](#)

Financial Data
These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?
[VIEW DATA](#)

Achievement
This grade combines two results for students who took the state tests. The first result answers the question - How many students passed the state test? The second result answers the question - How well did the students do on the state test?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)
[VIEW GIFTED DATA](#)

Performance Index.....C
Indicators Met.....D
[2015 Modified Achievement Measure](#)

Progress
This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)

Value-Added
Overall.....A
Gifted.....C
Lowest 20% in Achievement.....C
Students with Disabilities.....C

Gap Closing
This grade shows how well all students are doing in your school in reading, math, and graduation. It answers the question - Is every student succeeding, regardless of income, race, ethnicity, or disability?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)

Annual Measurable Objectives
74.4%.....C
[2015 AMO Download File](#)

Graduation Rate
This grade answers the question - How many ninth graders graduate in four years or five years?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)

Graduation Rates
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

K-3 Literacy
This grade answers the question - Are more students learning to read in kindergarten through the third grade?
COMPONENT GRADE
Coming in 2016
[VIEW MORE DATA](#)

K-3 Literacy Improvement
54.2%.....C

Prepared for Success
This grade answers the question - Are students who graduate from your school ready for college or a career? There are many ways to show that graduates are prepared.
COMPONENT GRADE
Coming in 2016
[VIEW DATA](#)

Example #3: Ohio High School

2014 - 2015 Report Card for
View Printable PDF

High School

Overview
Achievement
Progress
Gap Closing
Graduation Rate
K-3 Literacy
Prepared for Success

SCHOOL GRADE

Coming in 2018

SCHOOL DETAILS

VIEW DISTRICT

Financial Data

These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

VIEW DATA

Achievement

This grade combines two results for students who took the state tests. The first result answers the question - How many students passed the state test? The second result answers the question - How well did the students do on the state test?

VIEW MORE DATA

VIEW GIFTED DATA

Progress

This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

VIEW MORE DATA

COMPONENT GRADE

Coming in 2016

VIEW MORE DATA

Gap Closing

This grade shows how well all students are doing in your school in reading, math, and graduation. It answers the question - Is every student succeeding, regardless of income, race, ethnicity, or disability?

VIEW MORE DATA

Graduation Rate

This grade answers the question - How many ninth graders graduate in four years or five years?

VIEW MORE DATA

COMPONENT GRADE

Coming in 2016

VIEW MORE DATA

K-3 Literacy

This grade answers the question - Are more students learning to read in kindergarten through the third grade?

VIEW MORE DATA

Prepared for Success

This grade answers the question - Are students who graduate from your school ready for college or a career? There are many ways to show that graduates are prepared.

VIEW DATA

COMPONENT GRADE

Coming in 2016

VIEW MORE DATA

Ohio School Report Cards

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2014 - 2015 Report Card for High School

View Printable PDF

[Overview](#)
[Achievement](#)
[Progress](#)
[Gap Closing](#)
[Graduation Rate](#)
[K-3 Literacy](#)
[Prepared for Success](#)

Achievement



This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in
2016

GRADE

B

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and schools receive points for every student in each of these levels. The higher the achievement level, the more the points awarded in the school's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

Performance Index



85.6%

102.7 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

 Calculation

 Pie Chart

 Trend

Achievement Level	Pct of Students	Points for this Level	Points Received
Advanced Plus <input type="checkbox"/>	0.8	x 1.3	= 1.0
Advanced	22.0	x 1.2	= 26.4
Accelerated	38.3	x 1.1	= 42.2
Proficient	27.3	x 1.0	= 27.3
Basic	8.1	x 0.6	= 4.9
Limited	3.2	x 0.3	= 1.0
Untested	0.2	x 0.0	= 0.0
			102.7

GRADE

B

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject.

[Click here](#) for a complete list of passage rates required to meet each indicator.

Indicators Met %



88.2%

15 out of 17

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

 Indicators

 Comparison

 Achievement Levels

 Trend

OGT, 10th Graders	Mathematics	88.8%	✓
	Reading	93.2%	✓
	Science	85.7%	✓
	Social Studies	89.4%	✓
	Writing	90.7%	✓
OGT, 11th Graders	Mathematics	94.0%	✓
	Reading	96.5%	✓
	Science	94.6%	✓
	Social Studies	95.4%	✓
	Writing	95.4%	✓

GIFTED INDICATOR



PREPARING WORLD CLASS STUDENTS

Ohio's Accountability Plan

- Six Components with Seventeen Measures :
 - K-3 Literacy (1)
 - Progress(4)
 - Achievement (2)
 - Gap Closing (2)
 - Graduation Rate (2)
 - Prepared for Success(6)
- Gives points for how well students performed

Massachusetts



Massachusetts' Accountability Measures

The progress and performance index (PPI)

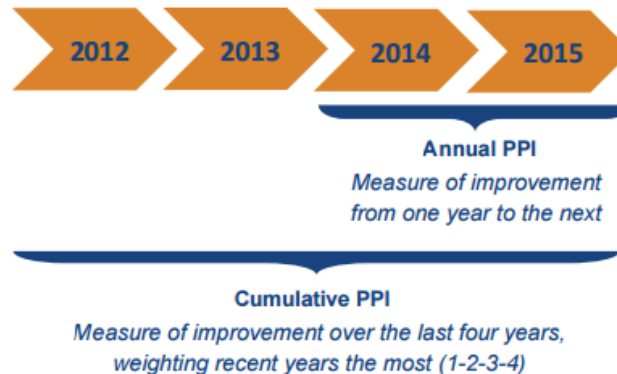
Massachusetts reports district and school progress toward narrowing proficiency gaps using a 100-point Progress and Performance Index (PPI). The PPI combines information on up to seven indicators:

- ★ narrowing proficiency gaps in English language arts, mathematics, and science;
- ★ growth in English language arts and mathematics;
- ★ annual dropout rates; and
- ★ cohort graduation rates.

Most districts, schools, and groups receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years.

Extra credit is awarded for demonstrating improvement on MCAS and for strong English language acquisition. At the high school level, extra credit is also awarded for dropout reengagement.

Schools are classified into Levels 1 and 2 based on the PPI for all students and the high needs group.



School percentiles

School percentiles (1-99) are reported for most schools. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

1st Percentile

99th Percentile

Lower performing schools

Higher performing schools

(Typical schools)

Because schools are only being compared to other schools of the same type, it would not be accurate to use a school percentile to determine where a school falls in relation to all other schools in the state. Also, school percentiles are only calculated for schools with at least four years of data, not all schools.

<http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/reports/understanding-accountability-measures.html>

Massachusetts's Accountability Plan

- Seven measures in ELA, Math, Science, High School, and for EL Proficiency (8 options for extra credit)
- Improvement is measured over two years and then again for four years
- Uses percentiles
- Schools are compared to those of the same type

Nebraska

STUDENT SUCCESS AND ACCESS



Positive Partnerships, Relationships & Student Success

ATTENDANCE RATE¹



DROPOUT RATE¹



21ST CENTURY COMMUNITY LEARNING CENTERS⁵



A total student population of **19,586**

115 sites in **30** communities



Transitions

GRADUATION RATE 2015 Cohort¹
19,432 Graduates



MOBILITY¹

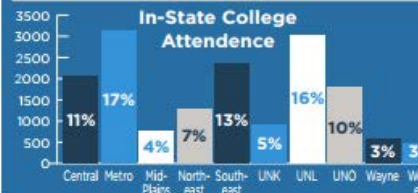


4.36%
Highly Mobile Students
12.25%
School Mobility Rate

COLLEGE ATTENDANCE⁴

76%
Overall Graduate College-going Rate

College-going Graduates:
83% In-state Colleges
10% Out-of-state Colleges
7% Both



Nebraska's Accountability Plan

- *Accountability for a Quality Education System, Today and Tomorrow* or AQuESTT.
- Six tenets:
 - Positive Partnerships, Relationships, and Student Success Transitions
 - Educational Opportunities and Access
 - College and Career Ready
 - Assessment and,
 - Educator Effectiveness
- Results in four classifications- not easily converted to A-F (purposely)

