TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: August 28, 2018

SUBJECT: Every Student Succeeds Act (ESSA) Update

PURPOSE:

To provide an update on the implementation of Maryland's Every Student Succeeds Act (ESSA) Consolidated State Plan. This update will focus on a review of Maryland's Accountability System and identification of the SAT performance levels and the Armed Services Vocational Aptitude Battery (ASVAB) proficiency level.

BACKGROUND/HISTORICAL PERSPECTIVE:

The Maryland State Department of Education (MSDE) submitted the final draft of Maryland's ESSA Consolidated State Plan to the U.S. Department of Education on January 10, 2018. The U.S. Department of Education approved Maryland's Plan on January 16, 2018. The Plan was further amended on May 23, 2018 with the revised English Learner exit criteria. The Plan is to be implemented in the 2018-2019 school year.

EXECUTIVE SUMMARY:

The ESSA requires that a state's system of annual meaningful differentiation be based on all indicators in the accountability system and for all students and for each student group (ESEA 1111(c)(4)(C)). Given the extensive decisions that have been made to develop the accountability system and the anticipated release of Maryland's Report Card for the State, all local school systems, and all schools in December 2018, it is recommended that there be a review of the system. Additionally, determinations are needed for the identification of the SAT performance levels, part of the academic indicator, and the Armed Services Vocational Aptitude Battery (ASVAB) proficiency level, necessary for the Post-Secondary Readiness Indicator.

ACTION:

No action is necessary, for discussion only, for the review; determination needed for the SAT performance levels and ASVAB proficiency level.
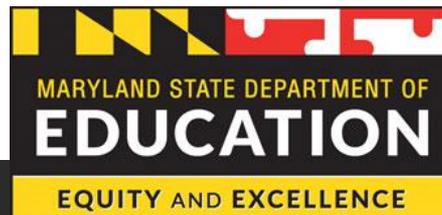
ESSA Implementation Update

Timeline

State Board Meetings:	Topic:
August 28, 2018	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 9th grade
- 5% Credit for Completion of a Well-Rounded Curriculum

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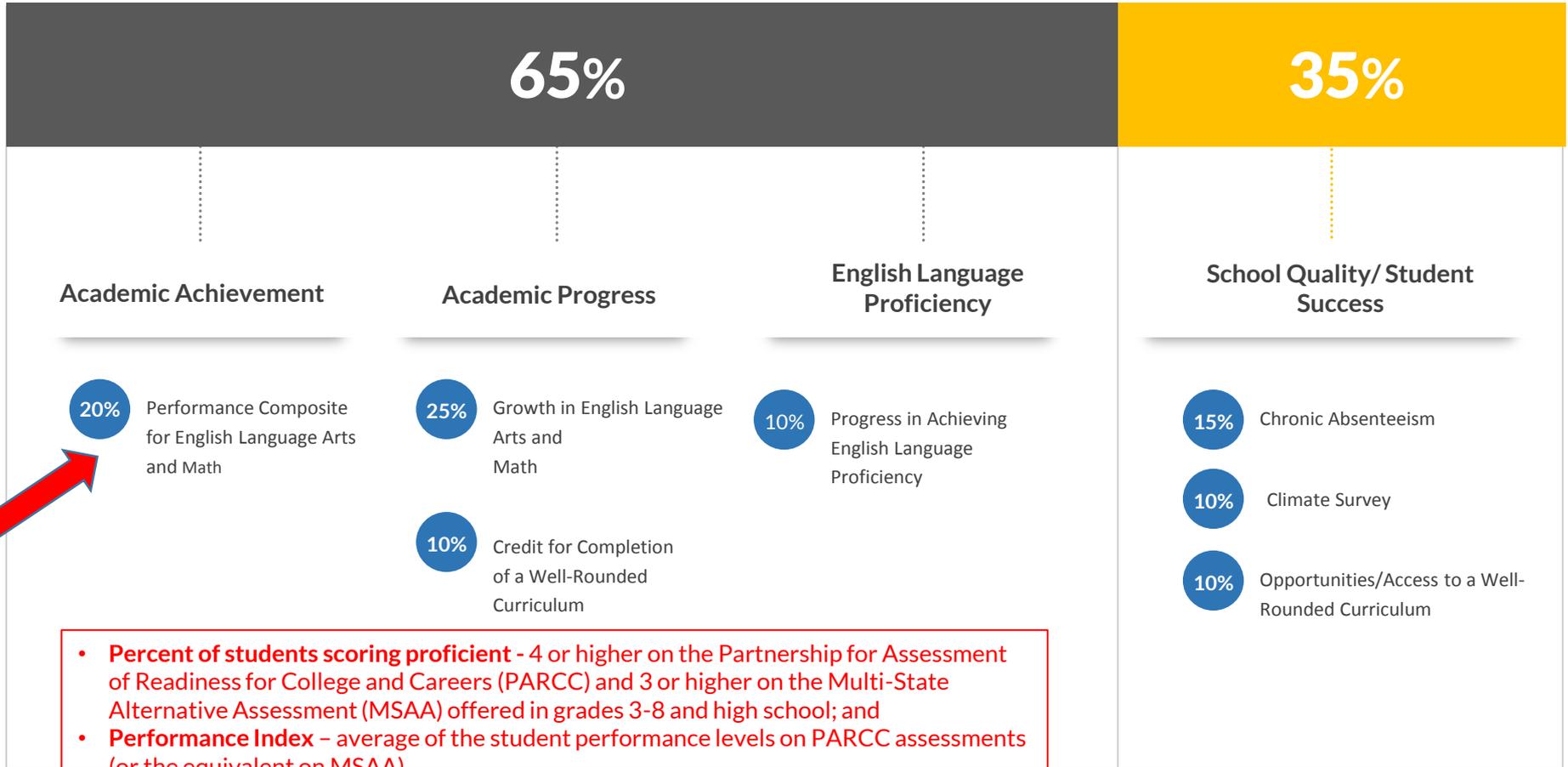- 10% Opportunities/Access to a Well-Rounded Curriculum

ESSA Implementation Update

Academic Indicators – (65%)

Academic Achievement

ELEMENTARY and MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS

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

- **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).

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 9th grade	**15%** Chronic Absenteeism
			5% Credit for Completion of a Well-Rounded Curriculum	**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?

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23
EARNED POINTS
(TOTAL POSSIBLE POINTS: 30)

0 POINTS   15   30 POINTS

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

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Maryland Report Card : Student Group - Achievement

| | PERCENT PROFICIENT | | | | | |
| Student Group Achievement | MATH | | | ELA | | |
	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
All Students	**68.0%**	**Met**	**Yes**	**72.0%**	**Met**	**Yes**

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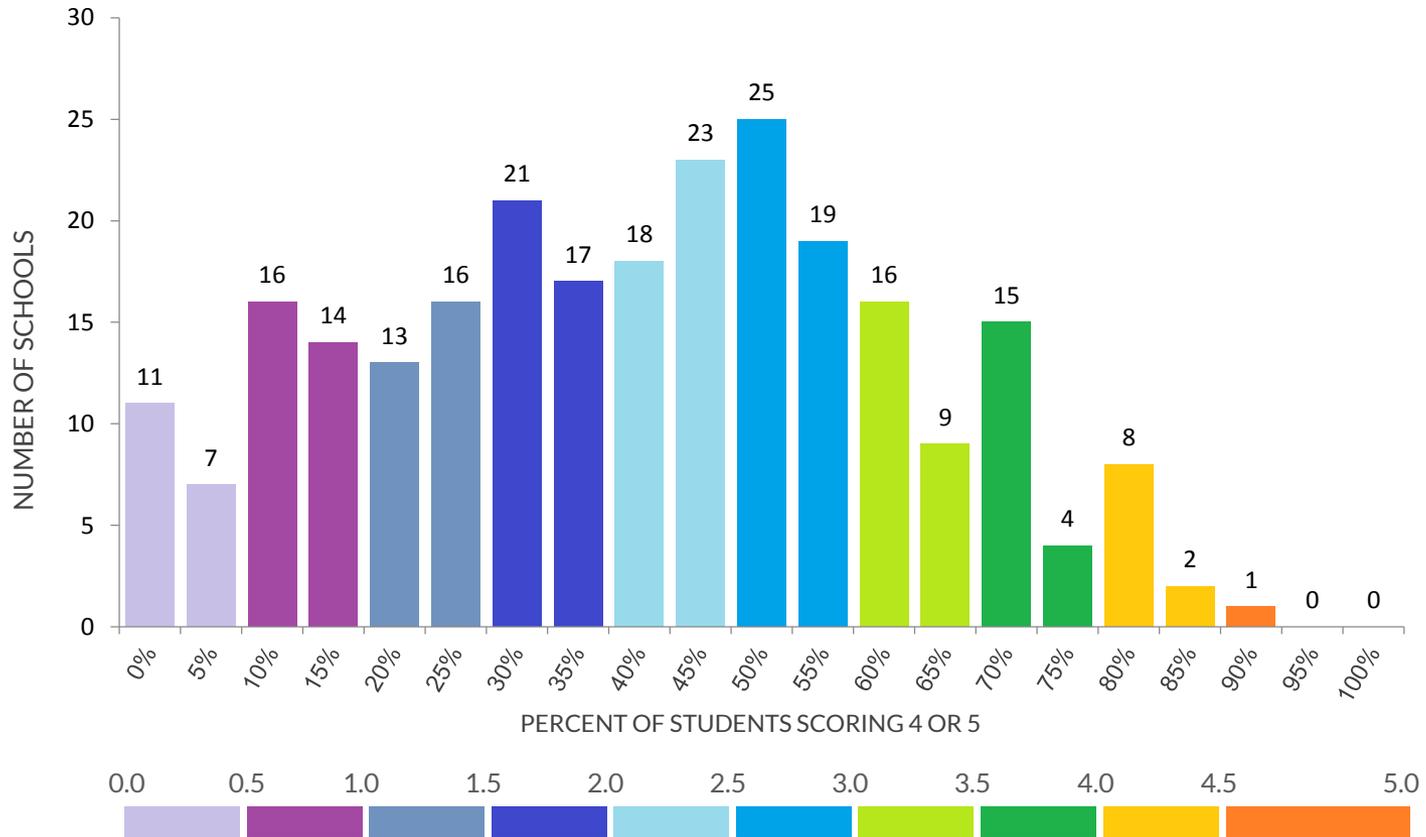This document is for format consideration only. Data are for illustrative purposes only.

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.

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

65%			35%
Academic Achievement	**Academic Progress**	**English Language Proficiency**	**School Quality/ Student Success**

20% Performance Composite for English Language Arts and Math

25% Growth in English Language Arts and Math

10% Credit for Completion of a Well-Rounded Curriculum

10% Progress in Achieving English Language Proficiency

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum

Median student growth percentile (mSGP) in English/language arts (ELA) and mathematics.
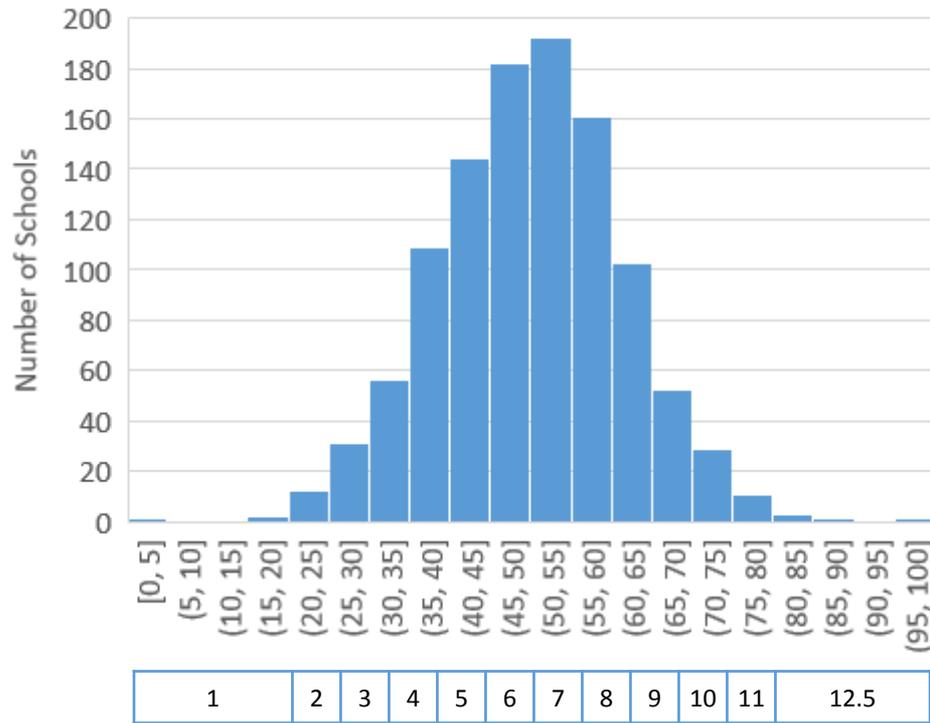
Median Student Growth Percentile
2016-2017 data and recommendation for allocating points

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 |
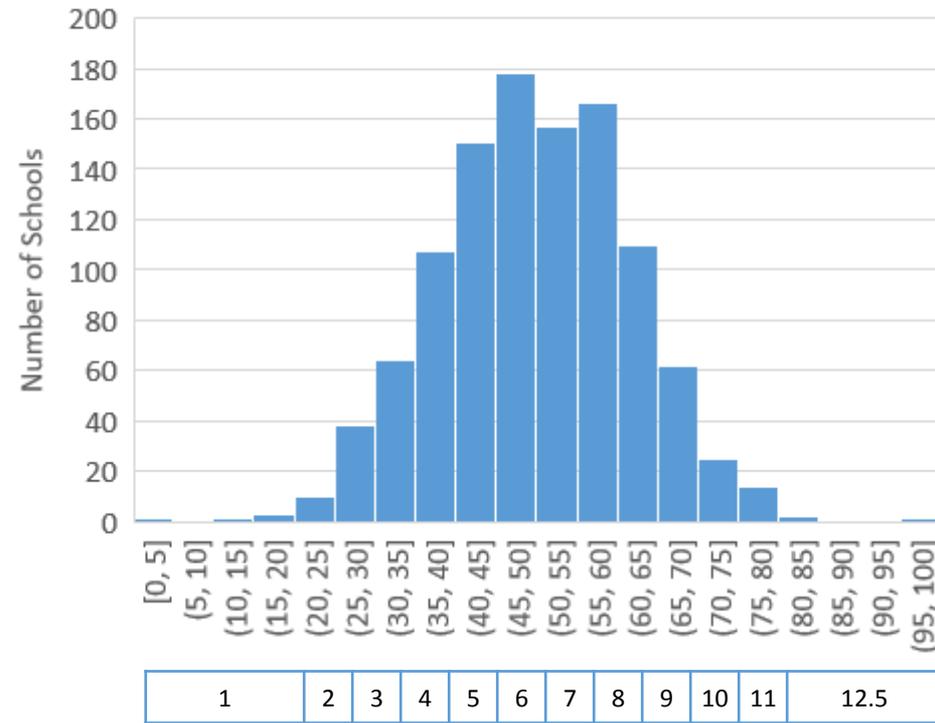
(Points would actually be assigned in increments of 0.5)

ESSA Implementation Update

Elementary and Middle
"Credit for"
completion of a well-rounded curriculum

ELEMENTARY and MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS
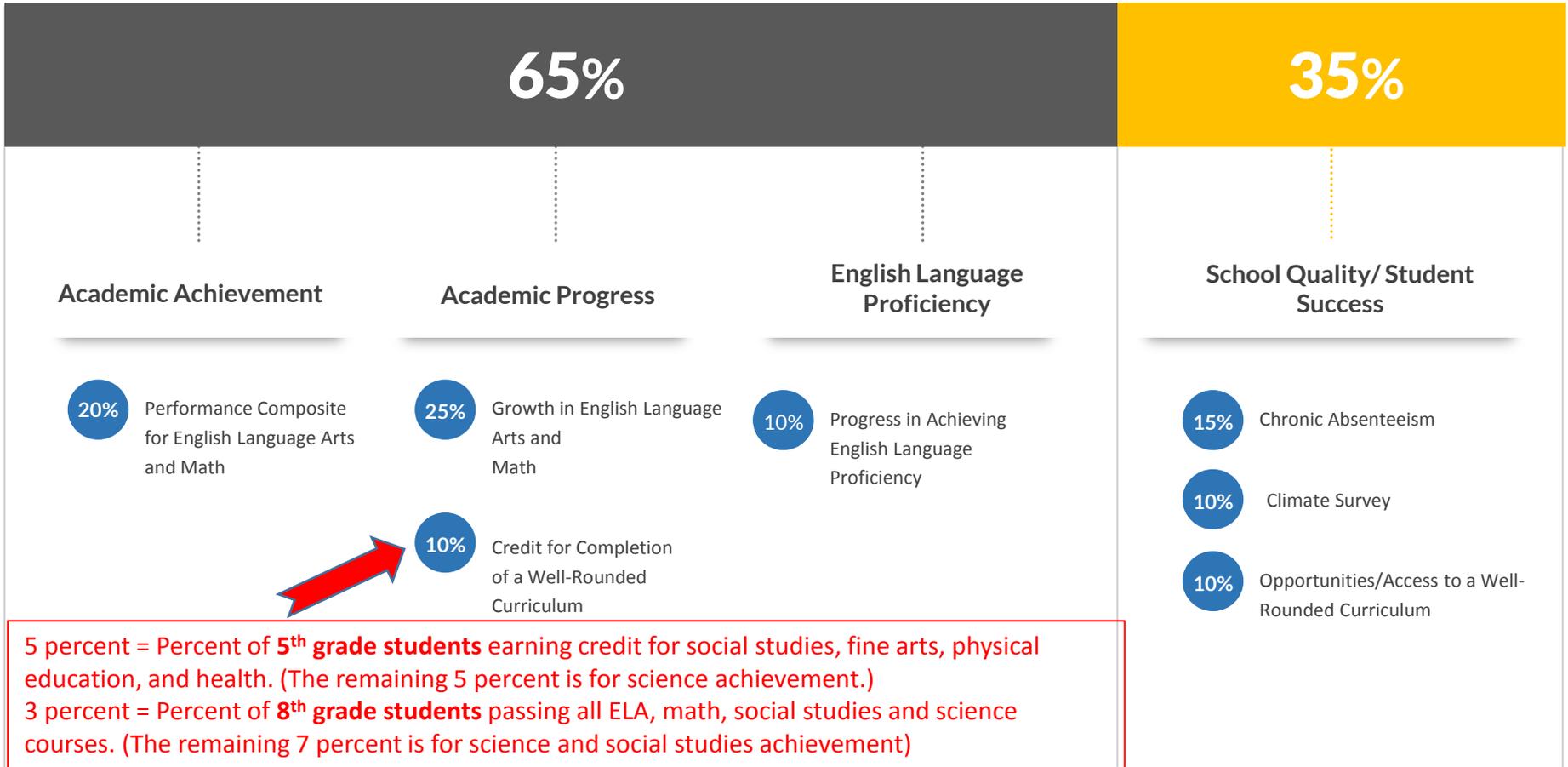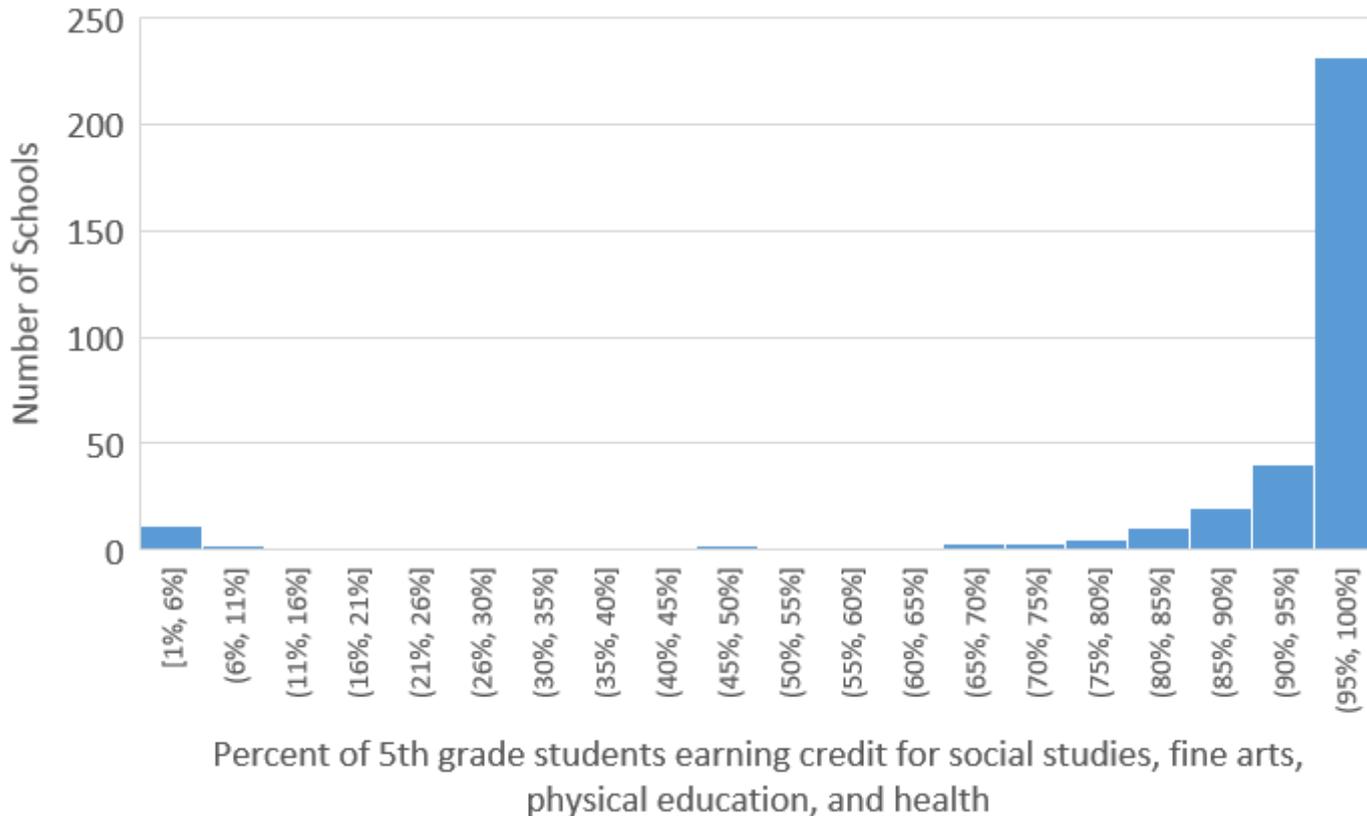
65%

35%

Academic Achievement

Academic Progress

English Language Proficiency

School Quality/ Student Success

20% Performance Composite for English Language Arts and Math

25% Growth in English Language Arts and Math

10% Credit for Completion of a Well-Rounded Curriculum

10% Progress in Achieving English Language Proficiency

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum

5 percent = Percent of **5th grade students** earning credit for social studies, fine arts, physical education, and health. (The remaining 5 percent is for science achievement.)
3 percent = Percent of **8th grade students** passing all ELA, math, social studies and science courses. (The remaining 7 percent is for science and social studies achievement)

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.
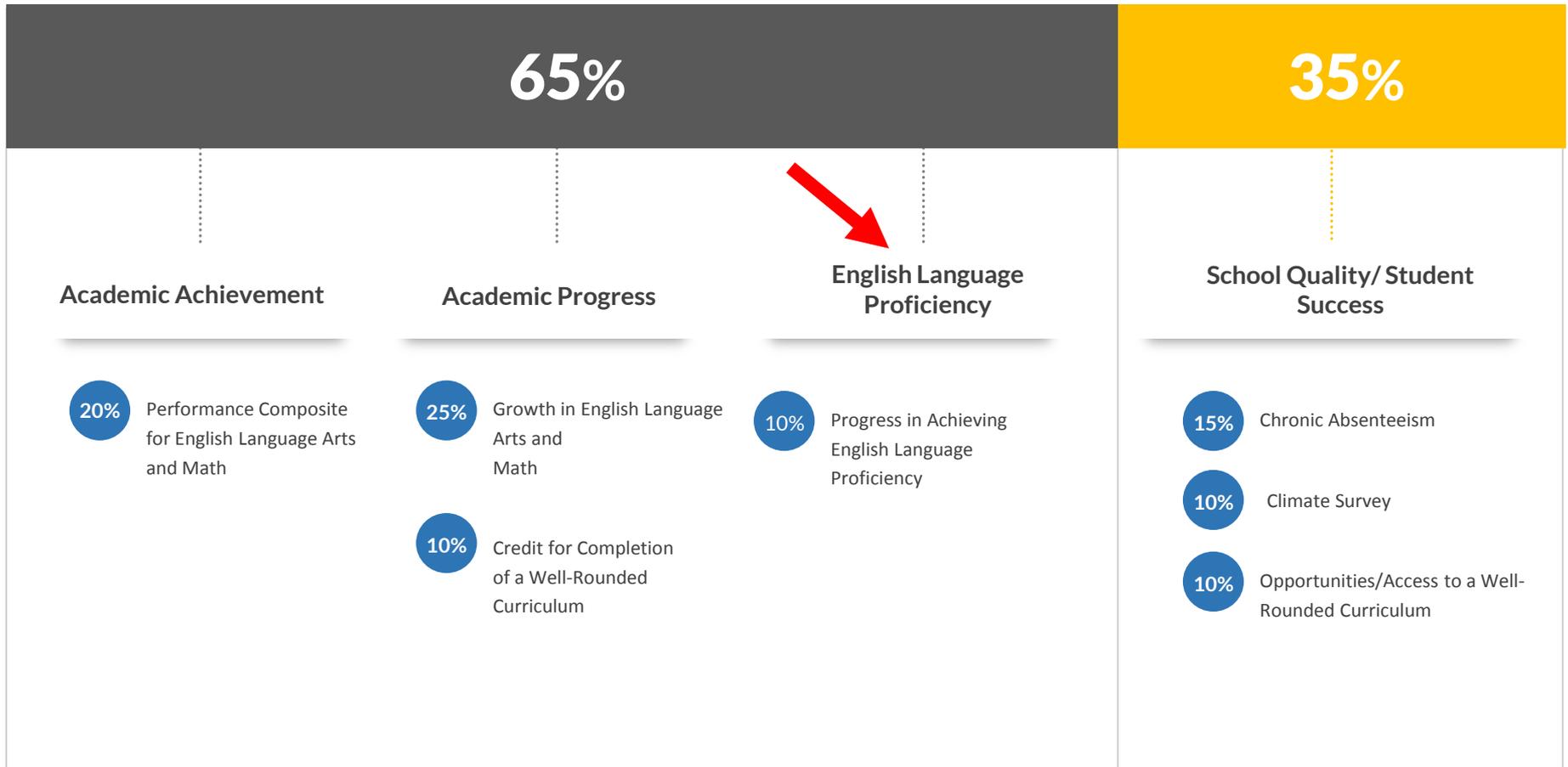
ESSA Implementation Update

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.
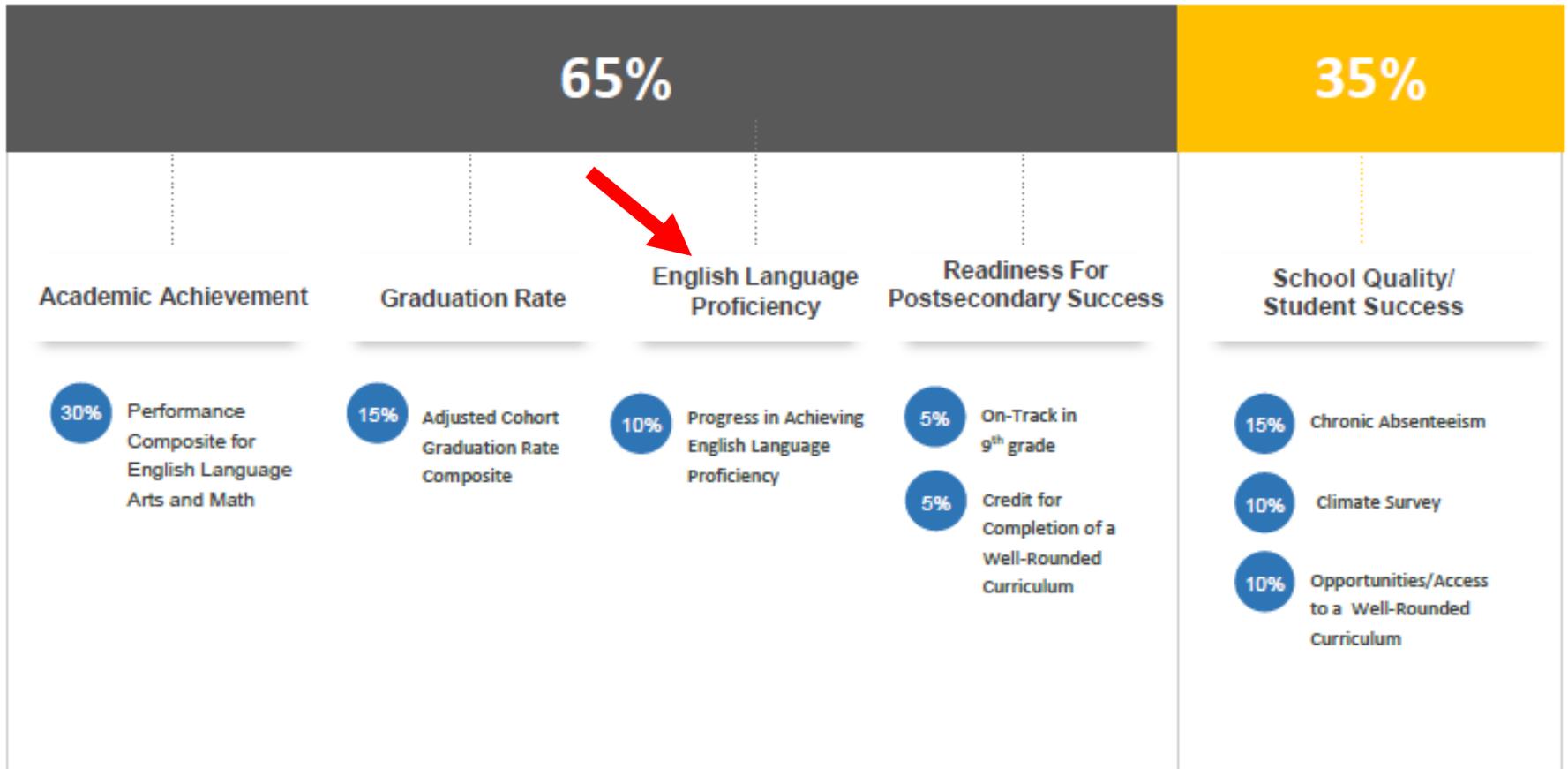
ELEMENTARY and MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS

65%			35%
Academic Achievement	**Academic Progress**	**English Language Proficiency**	**School Quality/ Student Success**
20% Performance Composite for English Language Arts and Math	**25%** Growth in English Language Arts and Math	**10%** Progress in Achieving English Language Proficiency	**15%** Chronic Absenteeism
	10% Credit for Completion of a Well-Rounded Curriculum		**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 9th 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: English Language Proficiency

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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	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 9th grade	15% Chronic Absenteeism
			5% Credit for Completion of a Well-Rounded Curriculum	10% Climate Survey
				10% Opportunities/Access to a Well-Rounded Curriculum

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

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

Maryland Report Card: Graduation Rate

GRADUATION RATE

View additional info

ARE STUDENTS GRADUATING ON TIME?

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10
EARNED POINTS
(TOTAL POSSIBLE POINTS: 15)

0 POINTS   7.5   15 POINTS

MEASURE	RESULTS	EARNED POINTS
Four-year adjusted cohort graduation rate	68%	6 out of 10
Five-year adjusted cohort graduation rate	72%	4 out of 5
		10 EARNED POINTS (POSSIBLE POINTS: 15)

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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
All Students	**68.0%**	**Met**	**Yes**	**72.0%**	**Met**	**Yes**

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ESSA Implementation Update

Readiness for Post Secondary Success

On Track 9th Grade
and
High School "Credit for"
completion of a well-rounded curriculum

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 9th 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 9th 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	**Graduation Rate**	**English Language Proficiency**	**Readiness For Postsecondary Success**	**School Quality/ Student Success**
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			5% Credit for Completion of a Well-Rounded Curriculum	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?

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7
EARNED POINTS
(TOTAL POSSIBLE POINTS: 10)

0 POINTS   5   10 POINTS

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
		7 EARNED POINTS (POSSIBLE POINTS: 10)

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Page 2 of 5

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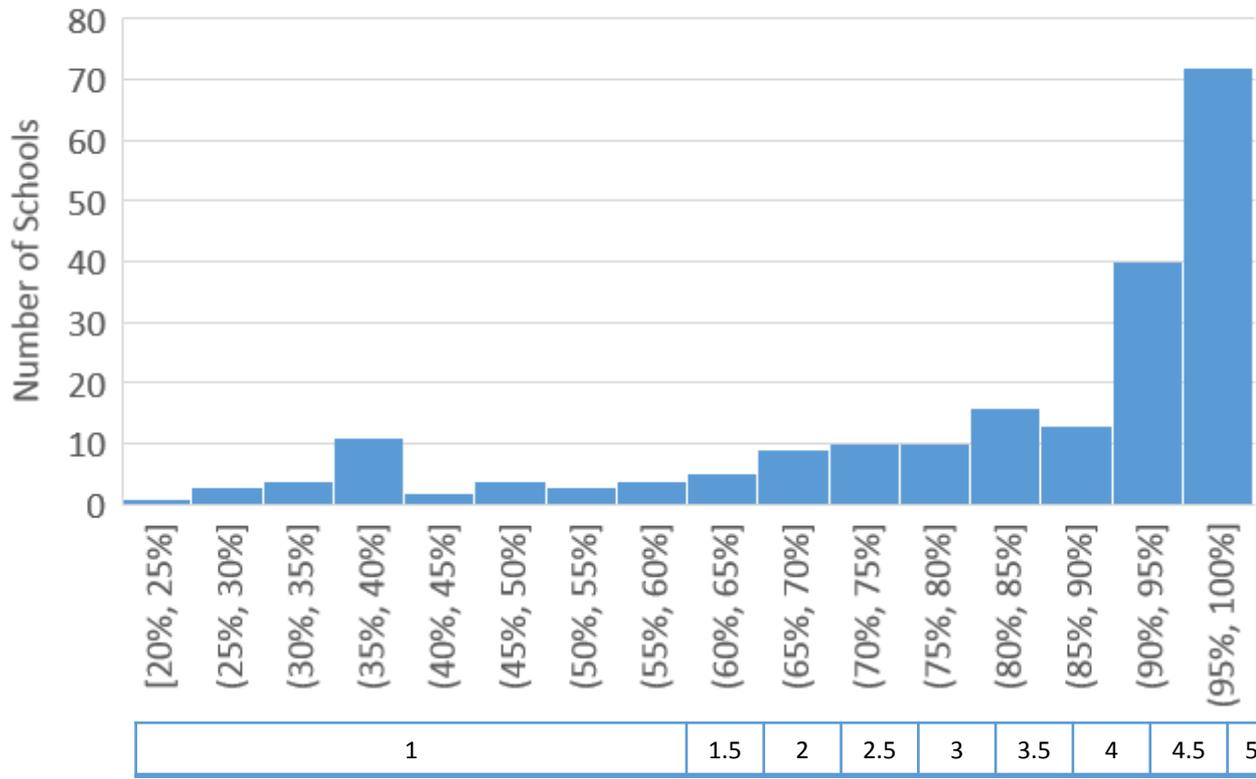
Percent of high school completers earning "credit for"…		Points
0.0	60.0	1
60.0	65.1	1.5
65.1	70.3	2
70.3	75.4	2.5
75.4	80.6	3
80.6	85.7	3.5
85.7	90.9	4
90.9	96.0	4.5
96.0	100.0	5

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
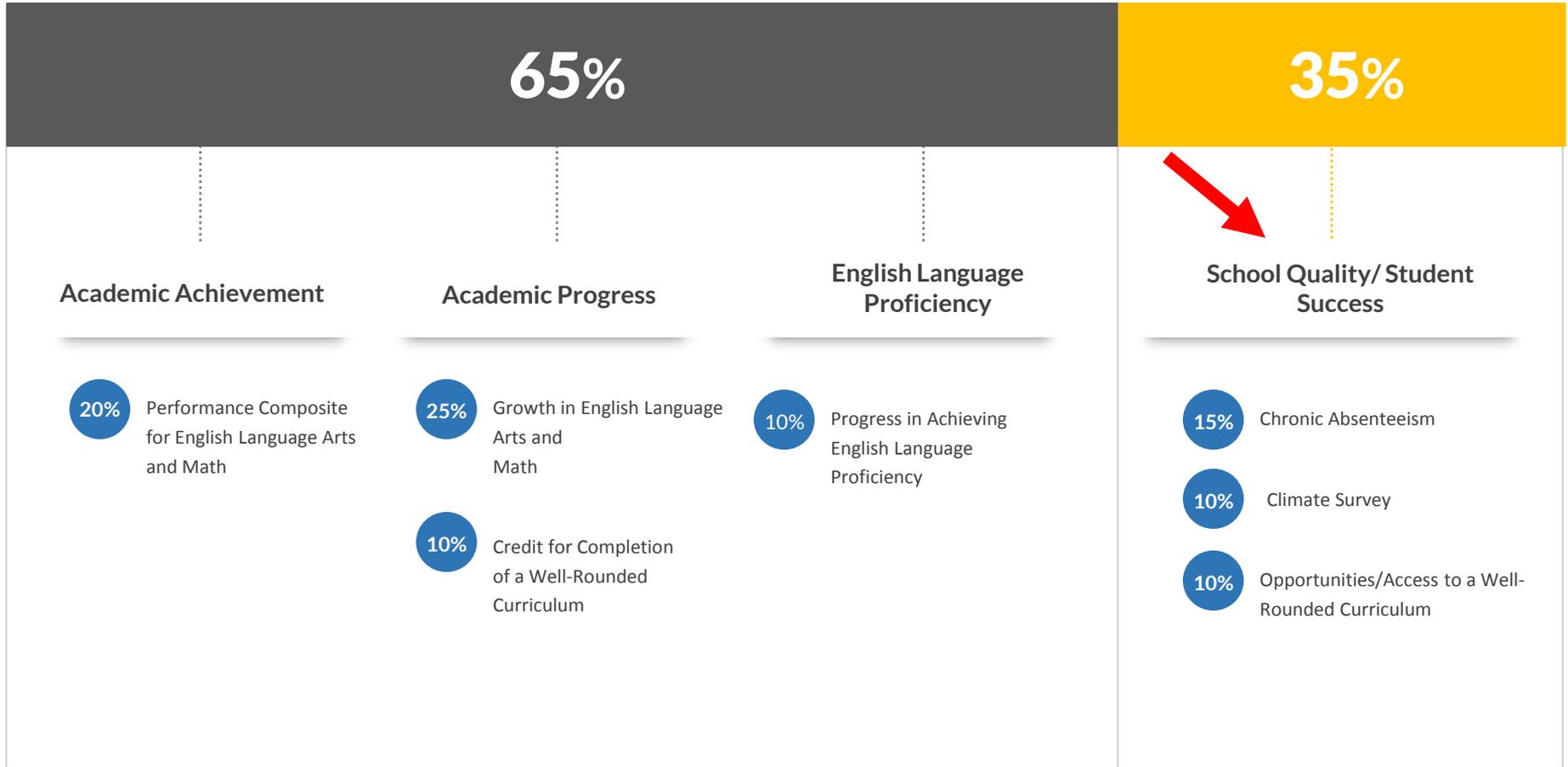
FRAMEWORK OF INDICATORS

65%			35%
Academic Achievement	**Academic Progress**	**English Language Proficiency**	**School Quality/ Student Success**
20% Performance Composite for English Language Arts and Math	**25%** Growth in English Language Arts and Math	**10%** Progress in Achieving English Language Proficiency	**15%** Chronic Absenteeism
	10% Credit for Completion of a Well-Rounded Curriculum		**10%** Climate Survey
			10% Opportunities/Access to a Well-Rounded Curriculum

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 9th grade	15% Chronic Absenteeism
			5% Credit for Completion of a Well-Rounded Curriculum	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

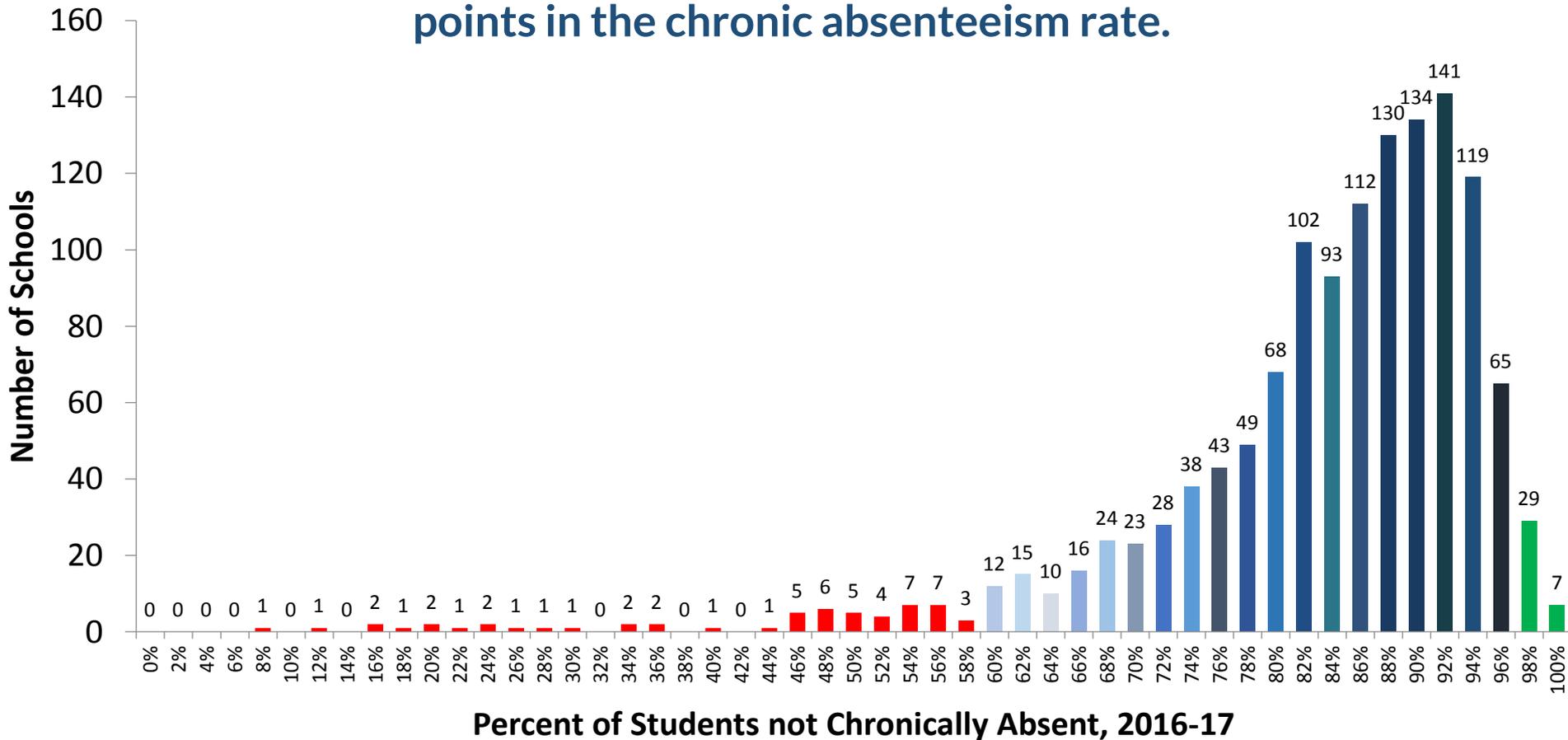# Definition of "percent of students not chronically absent"

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.

Number of Schools vs *Percent of Students not Chronically Absent, 2016-17*

Percent	Schools
0%	0
2%	0
4%	0
6%	0
8%	1
10%	0
12%	1
14%	0
16%	2
18%	1
20%	2
22%	1
24%	2
26%	1
28%	1
30%	1
32%	0
34%	2
36%	2
38%	0
40%	1
42%	0
44%	1
46%	5
48%	6
50%	5
52%	4
54%	7
56%	7
58%	3
60%	12
62%	15
64%	10
66%	16
68%	24
70%	23
72%	28
74%	38
76%	43
78%	49
80%	68
82%	102
84%	93
86%	112
88%	130
90%	134
92%	141
94%	119
96%	65
98%	29
100%	7

Accountability point steps: 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15

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	Environment	Engagement	Relationships
• Physical safety • Emotional safety • Bullying • Substance abuse	• Instructional environment • Physical environment • Fairness	• Cultural and linguistic diversity • Participation	• Student-student relationships • Student-staff relationships

Survey administration procedures are being communicated to LEAs for 2018-2019 administration
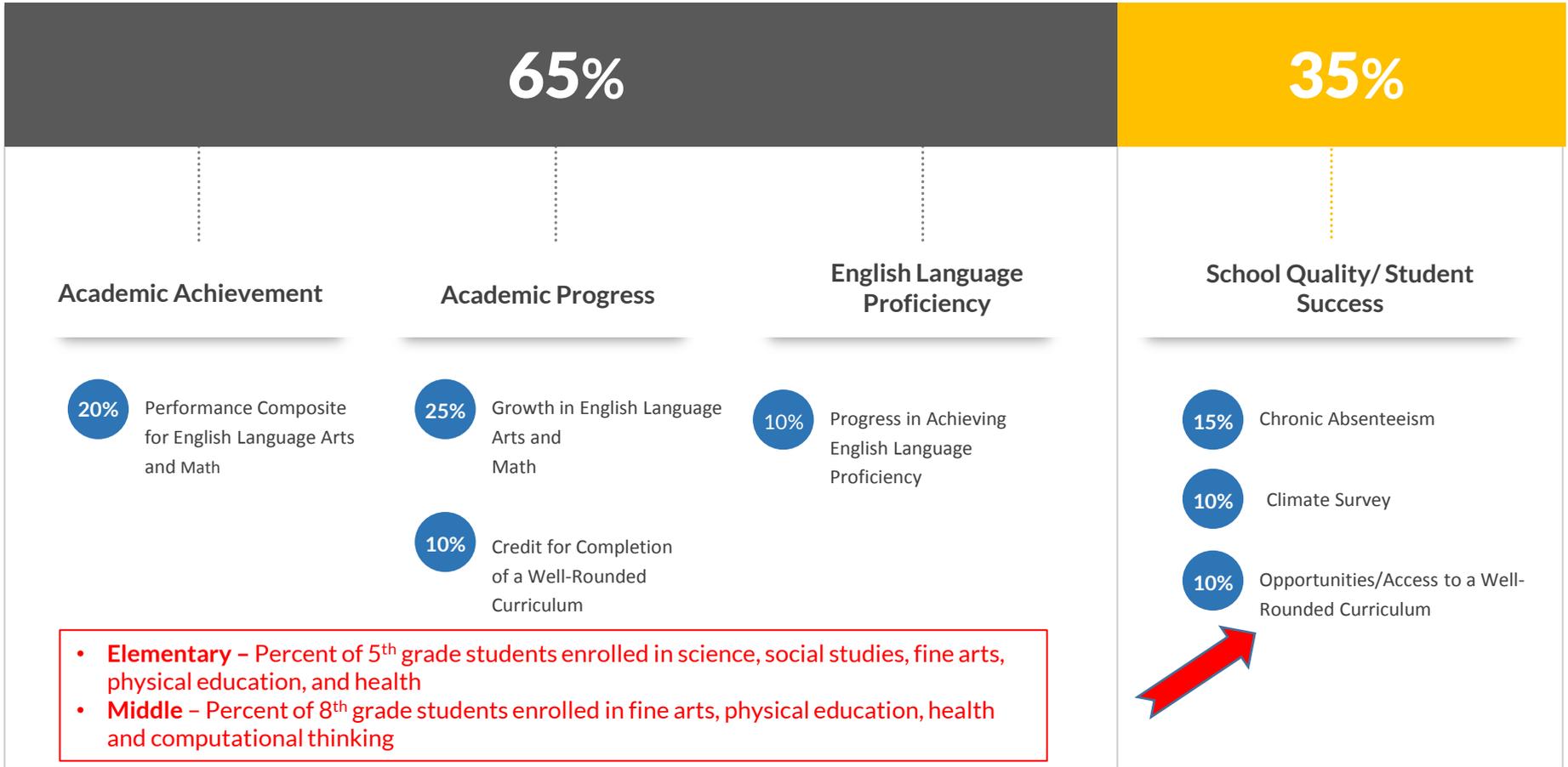
- Field test will be fall 2018; full survey administration will be spring 2019
- Survey will likely fit within one class period (most students should be able to complete it in less than 20 minutes).
- Students: Grades 5 – 11
- Educators: Teachers, principals, instructional staff
- Spanish translation 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 5th grade students enrolled in science, social studies, fine arts, physical education, and health
- **Middle** – Percent of 8th grade students enrolled in fine arts, physical education, health and computational thinking

Framework of Indicators

HIGH SCHOOLS
FRAMEWORK OF INDICATORS

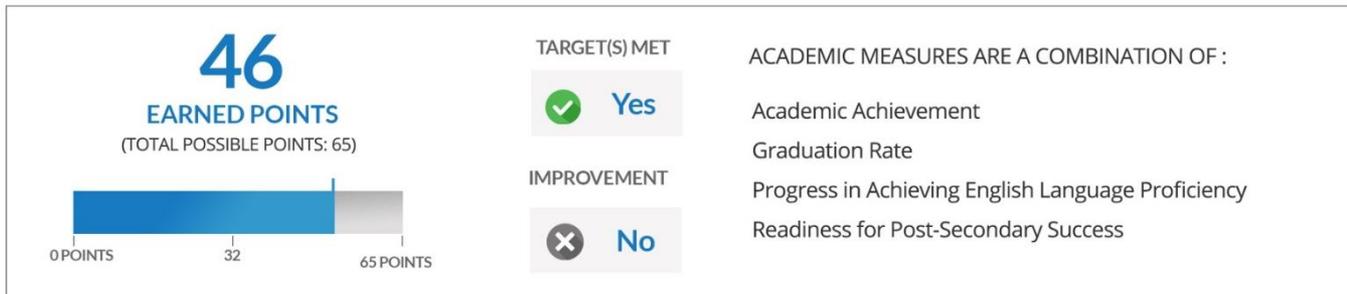| 65%				35%
Academic Achievement	**Graduation Rate**	**English Language Proficiency**	**Readiness For Postsecondary Success**	**School Quality/ Student Success**
30% Performance Composite for English Language Arts and Math	15% Adjusted Cohort Graduation Rate Composite	10% Progress in Achieving English Language Proficiency	5% On-Track in 9th grade	15% Chronic Absenteeism
			5% Credit for Completion of a Well-Rounded Curriculum	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.
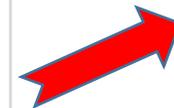
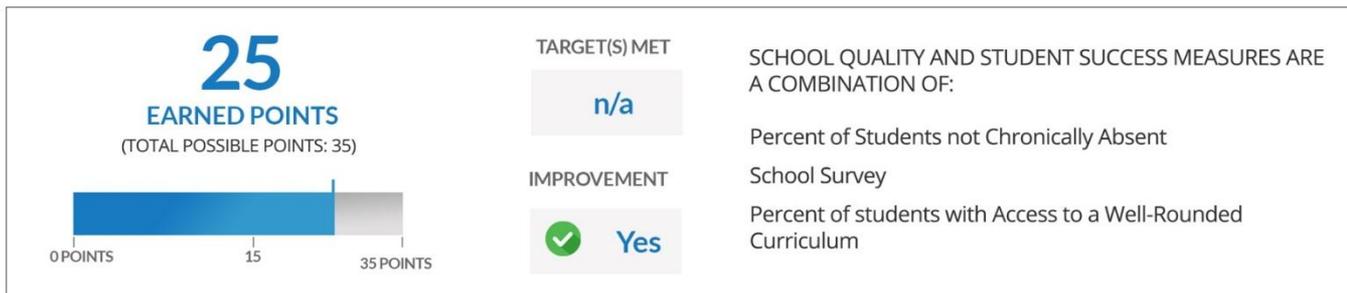# Maryland Report Card: Academic and Non-Academic Measures

65%

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

46
EARNED POINTS
(TOTAL POSSIBLE POINTS: 65)

0 POINTS — 32 — 65 POINTS

TARGET(S) MET ✓ Yes

IMPROVEMENT ✗ No

ACADEMIC MEASURES ARE A COMBINATION OF :

Academic Achievement

Graduation Rate

Progress in Achieving English Language Proficiency

Readiness for Post-Secondary Success

35%

HOW DID MY SCHOOL DO ON NON-ACADEMIC MEASURES?

25
EARNED POINTS
(TOTAL POSSIBLE POINTS: 35)

0 POINTS — 15 — 35 POINTS

TARGET(S) MET n/a

IMPROVEMENT ✓ Yes

SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF:

Percent of Students not Chronically Absent

School Survey

Percent of students with Access to a Well-Rounded Curriculum

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							
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	70.9%	77.2%	68.3%	68.1%	77.1%	61.9%	65.3%	69.3%
	PERCENTILE	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	GAP: 4.9%		GAP: -10.8%		GAP: -7.3%		GAP: 7.9%	
		★★★★								

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	**GAP:-12.9%**		**GAP:-10.7%**		**GAP:-6.4%**	
		★★★★						

SAT and PARCC Equivalency

- Although PARCC and SAT do not measure exactly the same content, it is possible to generate score "equivalencies."

- Analyses conducted by the Maryland Assessment Research Group (MARC) at the University of Maryland using PARCC and college admission test scores using 2015, 2016, and 2017 data.

- PARCC-to-SAT score equivalencies were higher in 2017 ("new" SAT) than in previous years. **MSDE and MARC will repeat the analysis using 2018 PARCC and SAT data for stability, and use the results to create the final equivalencies.**

Year	Linked Tests	PARCC Performance level 1&2		PARCC Performance level 2&3		PARCC Performance level 3&4		PARCC Performance level 4&5	
		PARCC	SAT	PARCC	SAT	PARCC	SAT	PARCC	SAT
2017	PARCC ALG01 & SAT Math	700	380	725	450	750	520	805	670
2017	PARCC ELA10 & SAT Evidence-Based Reading and Writing	700	410	725	450	750	490	794	590

Armed Services Vocational Aptitude Battery (ASVAB) – Definition

The ASVAB is the test which produces a score for 10 components: general science, arithmetic reasoning, word knowledge, paragraph comprehension, mathematics knowledge, electronics information, auto information, shop information, mechanical comprehension, and assembling objects. Of these 10 components, four make up the score for the Armed Forces Qualifying Test (AFQT): arithmetic reasoning, word knowledge, paragraph comprehension, and mathematics knowledge. The AFQT score is presented in both a numeric score (ranging from 0 to 100) and as a category (ranging from I to V with I being the best).

Armed Services Vocational Aptitude Battery (ASVAB) – Other States

1. States are using the ASVAB for different reasons, but mainly as a measure for career readiness, generally in School Quality/Student Success. Maryland includes ASVAB in the Readiness for Postsecondary Success – Credit for Completion of a Well-Rounded Curriculum, part of the Academic Indicators.

2. The cut scores vary. Overall, 17 states other than MD have some reference to military service as a measure used within their state ESSA plans.

3. Eleven states (DE, IN, KY, MT, ND, NH, NM, SC, TN, VT, and WY) plus MD have explicit references to the ASVAB or the Armed Forces Qualification Test (AFQT).

Armed Services Vocational Aptitude Battery (ASVAB) – Scores of Other States

- Three states (AL, AZ, and TX) have an implicit cut score because they have a general requirement for acceptance into the military.

- Cut Scores for Military Branches:

Coast Guard	40	Marines	32
Air Force	36	Army	31
Navy	35	National Guard	31

- Four (ND, NH, SC, and VT) states define a cut score of 31.

- Four states (IN, MT, NM, and WY) have general statements similar to Alabama's statement above; these states are only different because they directly reference the ASVAB.

- **MSDE recommends a cut score of 31 for ASVAB.**