

Every Student Succeeds Act (ESSA)

**ESSA External Stakeholder Meeting
August 25, 2016**

Objectives

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

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 20, 2016 External Stakeholder
- 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)
- December 15, 2016 External Stakeholder
- January 24, 2017 Update on Comments
- February 16, 2017 External Stakeholder
- February 28, 2017 Final Review by State Board
- **March 6, 2017 Submission to U.S. Department of Education**
- April 27, 2017 External Stakeholder

ESSA Timeline Review – Option 2

- ❑ September 27, 2016 State Board Update
- ❑ October 20, 2016 External Stakeholder
- ❑ October 25, 2016 State Board Update
- ❑ December 5, 2016 State Board Update
- ❑ December 15, 2016 External Stakeholder
- ❑ January 24, 2017 State Board Update
- ❑ February 16, 2017 External Stakeholder
- ❑ February 28, 2017 State Board Update
- ❑ March 28, 2017 State Board Update
- ❑ April 25, 2017 Final Draft to State Board
- ❑ April 27, 2017 External Stakeholder
- ❑ April 28, 2017 Submission of Plan to Governor, Legislative Policy Committee and Public Comment (30 days)
- ❑ May 23, 2017 State Board Update
- ❑ June 27, 2017 Final Approval by the State Board
- ❑ **July 5, 2017 Submission to U.S. Department of Education**

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; demonstrate that goals narrow achievement gaps
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	40
15-16	4	6.11	46.11**
16-17	5	6.11	52.22
17-18	6	6.11	58.33
18-19	7	6.11	64.44
19-20	8	6.11	70.55
20-21	9	6.11	76.66
21-22	10	6.11	82.77
22-23	11	6.11	88.88
23-24	12	6.11	94.99

*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

ACHIEVEMENT INDICATOR – ADDITIONAL MEASURES UNDER CONSIDERATION

- In addition to percent proficient, could add another measure of achievement, such as:
 - Mean
 - Proficiency Index

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	

ENGLISH LEARNER (EL) PROGRESS INDICATOR



Measurements

Required:

- ❑ Progress in achieving English Language proficiency.
- ❑ Include the long-term and interim goals.

Indicator
English Learner
Proficiency

Additional Considerations:

- ❑ Former EL students may continue to be counted for up to four years in group counts.
- ❑ Maryland currently excludes EL students in ELA within the first 12 months. ESSA has an Option 2 to assess all students and measure growth from year 1 to year 2.

Indicator
English Learner
Proficiency

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

OPTIONS FOR NON-ACADEMIC INDICATORS

- ❑ Science/Government
- ❑ School Climate
- ❑ Teacher Qualifications
- ❑ School Facility Quality
- ❑ Chronic Absenteeism
- ❑ Suspension Rates
- ❑ College and Career Readiness
- ❑ Achievement Advancement (PL1-2 and PL 4-5)
- ❑ Access to a full curriculum – including science, social studies, arts as well as reading and mathematics
- ❑ Availability of and participation in rigorous course (AP/IB)
- ❑ Surveys to measure engagement
- ❑ For Teachers – access to and participation in PD

NON-ACADEMIC INDICATOR



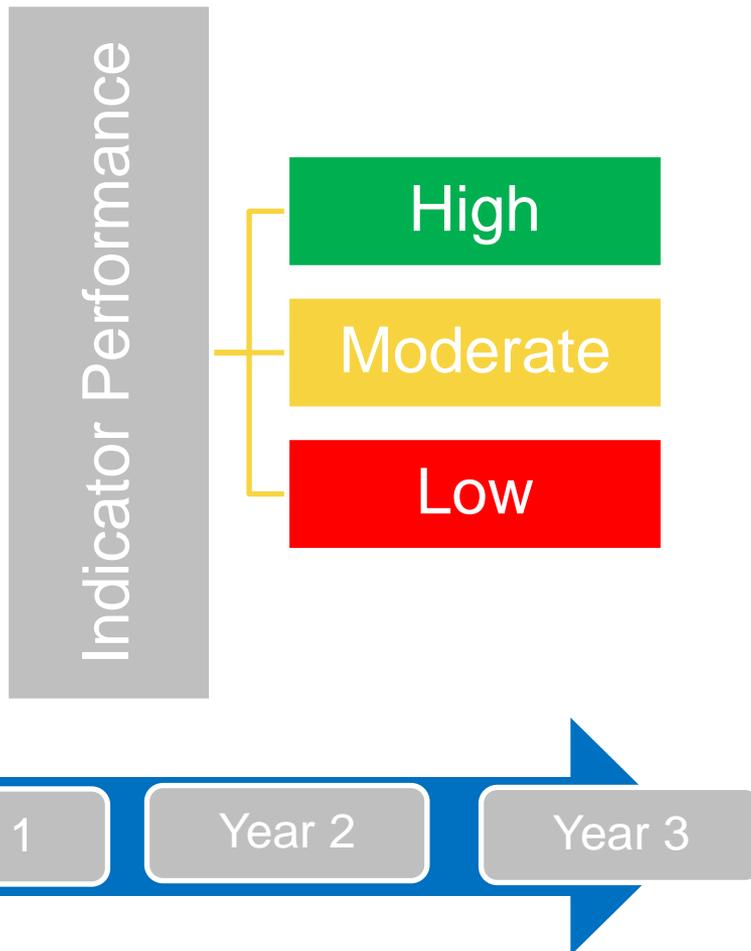
During ESEA Flexibility, Maryland has used for high school a College and Career Preparation (CCP) component in the accountability system.

Measures included:

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

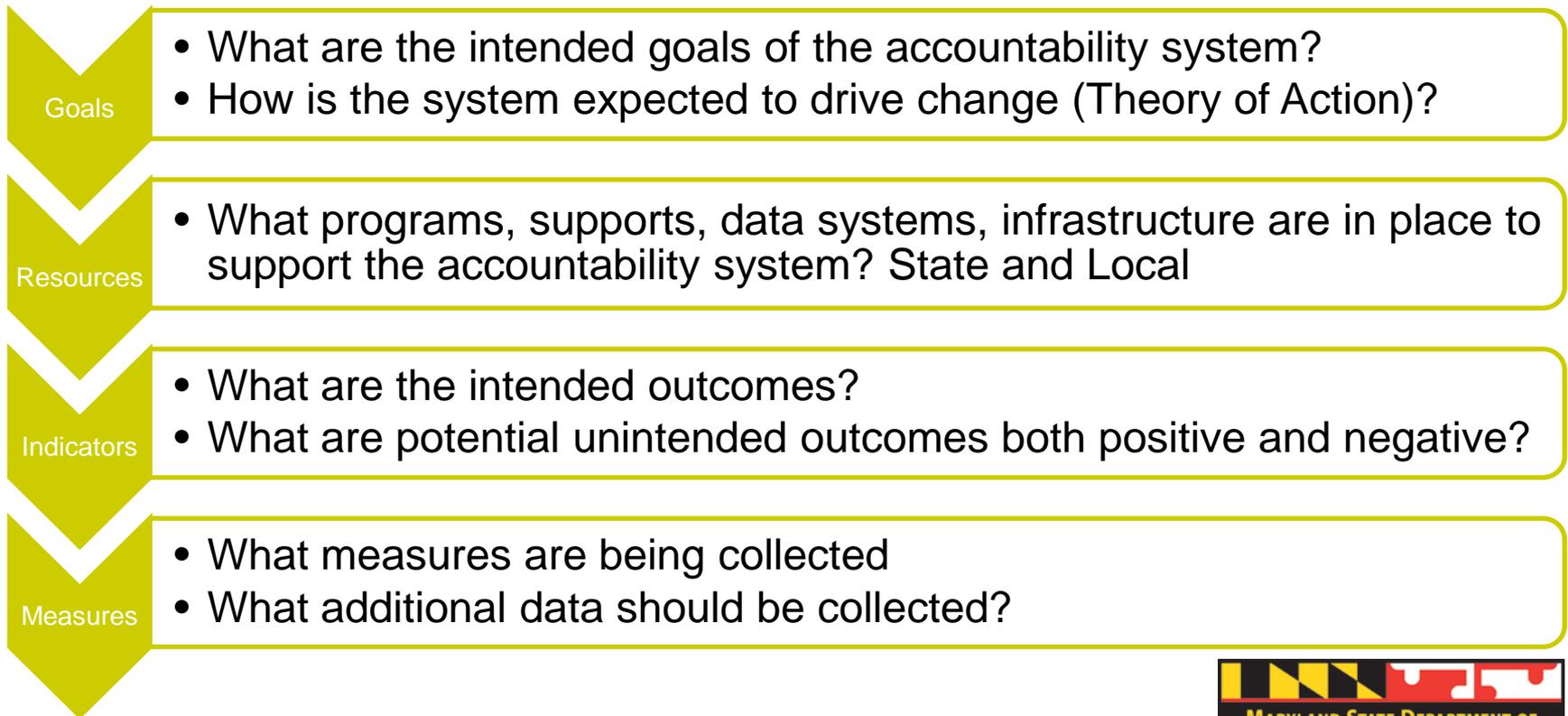
- ❑ Note: could add Dual Enrollment

DIFFERENTIATION



Accountability System Evaluation Framework

A framework for evaluation of the accountability system will enable a determination of how well the system is working as intended and will inform system improvement





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
View Printable PDF

School District

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

<div style="text-align: center; font-weight: bold; color: #0070C0;">Achievement</div> <p style="font-size: 0.8em;">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?</p> <p>Performance Index 82.2%..... B</p> <p>Indicators Met 90.9%..... A</p> <p style="font-size: 0.7em; color: #0070C0;">2015 Modified Achievement Measures</p>	<div style="text-align: center; font-weight: bold; color: #0070C0;">COMPONENT GRADE</div> <div style="text-align: center; font-size: 1.2em; font-weight: bold; color: #0070C0;">Coming in 2016</div> <p style="text-align: center; font-weight: bold; color: #0070C0;">VIEW MORE DATA</p> <p style="text-align: center; font-weight: bold; color: #0070C0;">VIEW GIFTED DATA</p>	<div style="text-align: center; font-weight: bold; color: #0070C0;">Progress</div> <p style="font-size: 0.8em;">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?</p> <p>Value-Added Overall..... A Gifted..... A Lowest 20% in Achievement..... C Students with Disabilities..... B</p>	<div style="text-align: center; font-weight: bold; color: #0070C0;">COMPONENT GRADE</div> <div style="text-align: center; font-size: 1.2em; font-weight: bold; color: #0070C0;">Coming in 2016</div> <p style="text-align: center; font-weight: bold; color: #0070C0;">VIEW MORE DATA</p>
<div style="text-align: center; font-weight: bold; color: #0070C0;">Gap Closing</div> <p style="font-size: 0.8em;">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?</p> <p>Annual Measurable Objectives 88.9%..... B</p> <p style="font-size: 0.7em; color: #0070C0;">2015 AMO Download File</p>	<div style="text-align: center; font-weight: bold; color: #0070C0;">COMPONENT GRADE</div> <div style="text-align: center; font-size: 1.2em; font-weight: bold; color: #0070C0;">Coming in 2016</div> <p style="text-align: center; font-weight: bold; color: #0070C0;">VIEW MORE DATA</p>	<div style="text-align: center; font-weight: bold; color: #0070C0;">Graduation Rate</div> <p style="font-size: 0.8em;">This grade answers the question – How many ninth graders graduate in four years or five years?</p> <p>Graduation Rates 94.7% of students graduated in 4 years..... A 97.1% of students graduated in 5 years..... A</p>	<div style="text-align: center; font-weight: bold; color: #0070C0;">COMPONENT GRADE</div> <div style="text-align: center; font-size: 1.2em; font-weight: bold; color: #0070C0;">Coming in 2016</div> <p style="text-align: center; font-weight: bold; color: #0070C0;">VIEW MORE DATA</p>
<div style="text-align: center; font-weight: bold; color: #0070C0;">K-3 Literacy</div> <p style="font-size: 0.8em;">This grade answers the question – Are more students learning to read in kindergarten through third grade?</p> <p>K-3 Literacy Improvement 49.2%..... C</p>	<div style="text-align: center; font-weight: bold; color: #0070C0;">COMPONENT GRADE</div> <div style="text-align: center; font-size: 1.2em; font-weight: bold; color: #0070C0;">Coming in 2016</div> <p style="text-align: center; font-weight: bold; color: #0070C0;">VIEW MORE DATA</p>	<div style="text-align: center; font-weight: bold; color: #0070C0;">Prepared for Success</div> <p style="font-size: 0.8em;">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.</p>	<div style="text-align: center; font-weight: bold; color: #0070C0;">COMPONENT GRADE</div> <div style="text-align: center; font-size: 1.2em; font-weight: bold; color: #0070C0;">Coming in 2016</div> <p style="text-align: center; font-weight: bold; color: #0070C0;">VIEW DATA</p>

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
78.5%.....C
Indicators Met
66.7%.....D
[2015 Modified Achievement Measure](#)

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

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](#)

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

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

Coming in
2016

VIEW MORE DATA

VIEW GIFTED DATA

PROGRESS

Coming in
2016

VIEW MORE DATA

COMPOONENT GRADE

Coming in
2016

VIEW MORE DATA

GAP CLOSING

Coming in
2016

VIEW MORE DATA

GRADUATION RATE

Coming in
2016

VIEW MORE DATA

COMPOONENT GRADE

Coming in
2016

VIEW MORE DATA

K-3 LITERACY

Coming in
2016

VIEW MORE DATA

PREPARED FOR SUCCESS

Coming in
2016

VIEW DATA

COMPOONENT GRADE

Coming in
2016

VIEW 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
 - Progress
 - Achievement
 - Gap Closing
 - Graduation Rate
 - Prepared for Success
- Gives points for how well students performed

Massachusetts



Massachusetts' Accountability Measures

The progress and performance index (PPI)

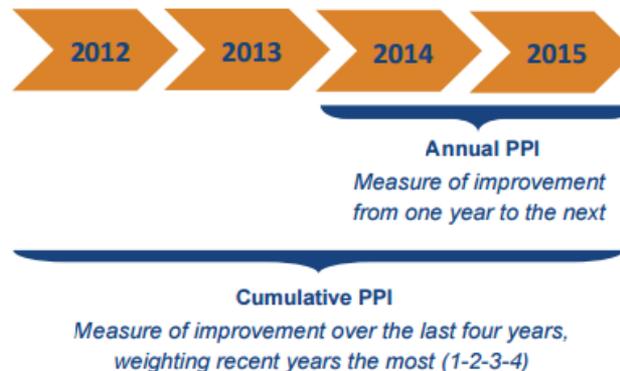
Massachusetts reports district and school progress toward narrowing proficiency gaps using a 100-point Progress and Performance Index (PPI). The PPI combines information on up to seven indicators:

- ★ 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- Example

- Accountability Report
- > AMAO Report
- > 2015 Report Card Overview
- > 2015 Complete Report Card



2015 Accountability Data - [REDACTED]

District Information	
District:	[REDACTED]
Region:	Commissioner's Districts
Title I Status:	Yes

Accountability Information		About the Data
Accountability and Assistance Level		
Level 5	Chronically underperforming district	
This district's determination of need for special education technical assistance or intervention		
Needs Substantial Intervention (NSI)		

This district's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			View Detailed 2015 Data
	Less progress	More progress		
All students			67	Did Not Meet Target
High needs			74	Did Not Meet Target
Econ. Disadvantaged			-	
ELL and Former ELL			58	Did Not Meet Target
Students w/disabilities			55	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	
Asian			83	Met Target
Afr. Amer./Black			88	Met Target
Hispanic/Latino			68	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-	
Nat. Haw. or Pacif. Isl.			-	
White			61	Did Not Meet Target

School Accountability Information				About the Data
School	School Type	Title I Status	Accountability and Assistance Level	

Massachusetts- Continued

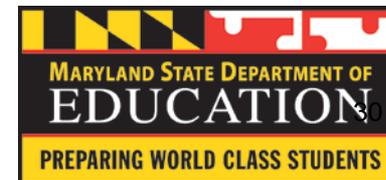
2015 English Language Arts Proficiency Gap Narrowing											About the Data	
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating	
All students		72.4	72.9	72.6	-0.3	81.6	86.2	3	7072	25	No Change	
High needs		71.4	72.1	70.2	-1.9	80.9	85.7	9	6030	25	No Change	
Econ. Disadvantaged		-	-	71.8	-	-	-	-	5312	-	-	
ELL and Former ELL		59.0	57.7	57.5	-0.2	72.7	79.5	9	2305	25	No Change	
Students w/disabilities		56.2	55.7	57.9	2.2	70.8	78.1	15	1374	50	Improved Below Target	
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	2	-	-	
Asian		89.0	91.9	90.4	-1.5	92.7	94.5	29	112	25	No Change	
Afr. Amer./Black		81.0	78.6	78.9	0.3	87.3	90.5	39	109	50	Improved Below Target	
Hispanic/Latino		71.2	72.2	71.9	-0.3	80.8	85.6	12	6460	25	No Change	
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	25	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	
White		81.7	77.7	78.0	0.3	87.8	90.9	3	364	50	Improved Below Target	

Summary > 2015

2015 Mathematics Proficiency Gap Narrowing											About the Data	
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2014 CPI	2015 CPI	CPI Change	2015 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating	
All students		60.0	69.1	69.9	0.8	73.3	80.0	8	7063	50	Improved Below Target	
High needs		59.0	68.5	67.5	-1.0	72.7	79.5	45	6024	25	No Change	
Econ. Disadvantaged		-	-	68.9	-	-	-	-	5304	-	-	
ELL and Former ELL		52.6	59.1	59.1	0.0	68.4	76.3	23	2311	25	No Change	
Students w/disabilities		45.1	51.0	51.9	0.9	63.4	72.6	28	1367	50	Improved Below Target	
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	2	-	-	
Asian		87.2	90.4	90.5	0.1	91.5	93.6	35	113	75	On Target	
Afr. Amer./Black		60.7	76.4	75.5	-0.9	73.8	80.4	82	108	100	Above Target	
Hispanic/Latino		58.5	68.2	69.1	0.9	72.3	79.3	38	6453	50	Improved Below Target	
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	24	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-	
White		71.1	74.3	74.9	0.6	80.7	85.6	9	363	50	Improved Below Target	

Summary > 2015

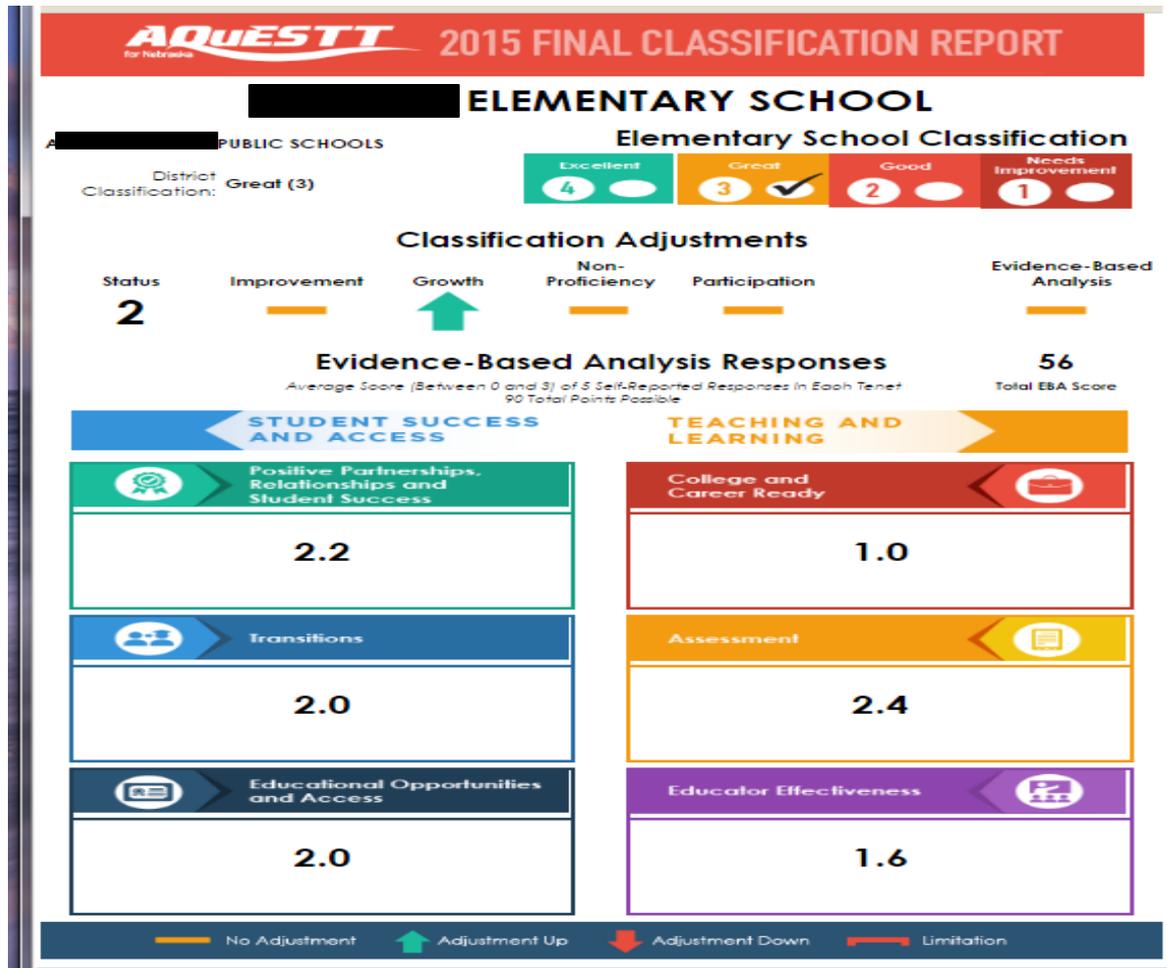
2015 Science Proficiency Gap Narrowing											About the Data	
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Massachusetts's Accountability Plan

- 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- Example



Nebraska

STUDENT SUCCESS AND ACCESS



Positive Partnerships, Relationships & Student Success

ATTENDANCE RATE¹



DROPOUT RATE¹



21ST CENTURY COMMUNITY LEARNING CENTERS⁵



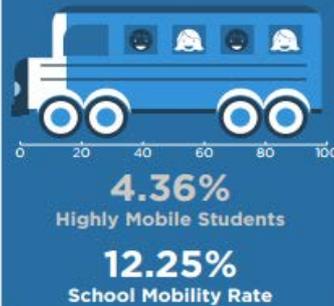
Transitions

GRADUATION RATE 2015 Cohort¹

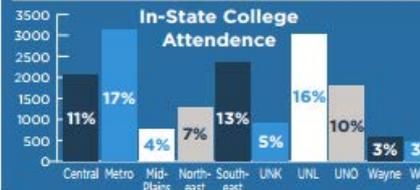
19,432 Graduates



MOBILITY¹



COLLEGE ATTENDANCE⁴



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)

