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**TO:** Members of the State Board of Education

**FROM:** Karen B. Salmon, Ph.D. 

**DATE:** January 24, 2017

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

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**PURPOSE:**

To provide an update on the work of the ESSA External Committee, Internal Committee, and subcommittees, specifically related to the development of future Drafts of Maryland's Consolidated State Plan for ESSA. This update will review the success of the ESSA Listening Tours, a review of the survey results to date, and further information on the development of Maryland's accountability system.

**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 Stakeholder Committees, along with seven subcommittees, began work in early 2016, collecting input from various stakeholders and developing a draft of Maryland's Consolidated State Plan for submission to USED.

**EXECUTIVE SUMMARY:**

MSDE is holding five ESSA Listening Tours in Washington, Dorchester, Prince George's and Calvert Counties and Baltimore City. These events have been well attended and valuable feedback attained. Additionally, MSDE developed a survey related to the first draft of the State Plan. This presentation will discuss the demographics of the respondents and some key ideas that have come from the survey. Additionally, the accountability subcommittee, with input from the External ESSA Stakeholder group, has further developed the new accountability system. An explanation and focused view of this work will conclude MSDE's presentation. Maryland is planning all work in order to be ready for submission of the Final Plan to USED in September 2017.

**ACTION:**

For information only

# **Every Student Succeeds Act (ESSA)**

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**State Board Meeting  
January 24, 2017**

# Objectives

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- Maryland's Consolidated State Plan
  - Update on ESSA Listening Tours
  - Update on results of ESSA Draft and Survey Results
  - Accountability Indicators



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# ESSA Listening Tours

# ESSA Listening Tours

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- January 5, 2017 – Washington County
  - 72 Attendees (59 Educators)
  - Six LEAs represented
- January 10, 2017 – Dorchester County
  - 57 Attendees (32 Educators)
  - Seven LEAs represented

# ESSA Listening Tours

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- January 17, 2017 – Baltimore City
  - 139 Attendees (54 Educators; 10 Higher Ed)
  - Eight LEAs represented
- January 19, 2017 – Prince George’s County
  - 128 Attendees (62 Educators; 39 Parents)
  - Five LEAs represented

# ESSA Listening Tours

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| Date             | LEA     | Registered as of<br>1/20/17 |
|------------------|---------|-----------------------------|
| January 24, 2017 | Calvert | 74                          |

# Sample Feedback from Stakeholders from the Listening Tours

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- **Accountability and Assessment**
  - Stakeholders generally valued Student Growth as the most important indicator
  - Valued preparing students for college and career
  - Valued a process for setting Annual Measurable Objectives (AMOs) above a hard target for achievement
  - Saw value in growth not only of a 4 to a 5 but also a 1 to a 2 in PARCC.

# Sample Feedback from Stakeholders from the Listening Tours

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## □ Support to Teachers

- Preparation programs should include training for teachers on how to teach students with diverse needs, including behavioral, even at the early childhood level
- Professional development should be differentiated based on individual needs of teachers
- Need to be able to share expertise of teachers in the classroom across the LEAs

# Sample Feedback from Stakeholders from the Listening Tours

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- Support to Low Performing Schools and Well Rounded Education
  - Valued Community Schools – explained importance of partnering
  - Need high quality teachers and leaders who are skilled in ways to support needs of the diverse school populations
  - Build student and career pathways starting in elementary school

# ESSA DRAFT Consolidated State Plan and Survey

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- Posted December 7, 2016
- As of, January 13, 2017, 431 individuals have responded.
  - 53.6 percent – teachers
  - 24.6 percent – parent
  - 7.7 percent – other
  - 3.25 percent State or Local Board
  - 3.25 percent - principal

# Sample Feedback from Stakeholders on the Survey

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- Respondents:
  - Are evenly divided on the amount of growth expected of students in one year among 1, 2, 3, and 5 percent
  - Do not value setting a hard target for proficiency, such as 100 percent
  - Value limiting testing time over depth of reporting

# Sample Feedback from Stakeholders on the Survey

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- Respondents value:
  - Questions that provide engaging real-world context over short, direct questions of knowledge or skills
  - Measuring a student's ability to write clearly across academic disciplines
  - Student growth above other measures
  - Access to a full curriculum

# Sample Questions and Responses on the Survey

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- Respondents value:
  - Dashboard of information on schools over a summative score
  - Programs and activities that:
    - use music and the arts as a tool to support student success;
    - integrate multiple disciplines; and,
    - improve instruction and student engagement in STEM.

# Accountability Multiple Measures



## Indicators Elementary/Middle Schools

**Indicator**  
Achievement and  
Gap Narrowing Goals

**Indicator**  
Progress/ Growth

**Indicator**  
English Learner  
Proficiency

**Indicator**  
School Quality/ Student  
Success

## Indicators High Schools

**Indicator**  
Achievement and  
Gap Narrowing Goals

**Indicator**  
Graduation

**Indicator**  
English Learner  
Proficiency

**Indicator**  
School Quality/ Student  
Success

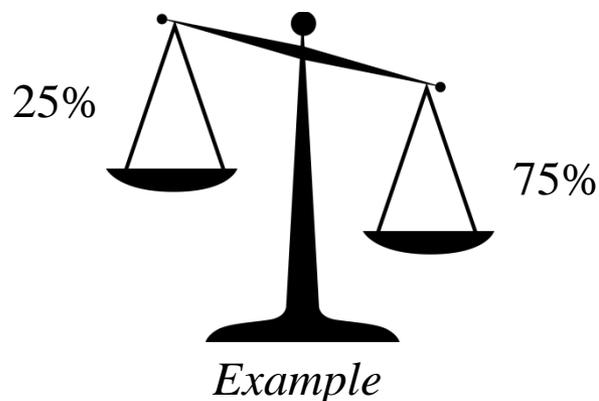
# Draft Accountability Matrix – Elementary and Middle Schools

| Indicators  | Indicator Performance Ratings |       |                             |                |           |
|---|-------------------------------|-------|-----------------------------|----------------|-----------|
|   | Exceeds                       | Meets | Improvement Targets Not Met | No Improvement | Lowest 5% |
| Academic Achievement                                |                               |       |                             |                |           |
| Meeting Gap Narrowing Targets for State Assessments |                               |       |                             |                |           |
| Achievement Composite                               |                               |       |                             |                |           |
| Academic Progress                                   |                               |       |                             |                |           |
| Value Matrix  |                               |       |                             |                |           |
| Student Growth Percentile                           |                               |       |                             |                |           |
| Progress in English Language Proficiency            |                               |       |                             |                |           |
| English Learner Progress                            |                               |       |                             |                |           |
| School Quality/Student Success                      |                               |       |                             |                |           |
| Chronic Absenteeism                                 |                               |       |                             |                |           |

# Indicator Results – Academic Achievement Targets and Outcomes

| Measure #1 Outcome    |
|-----------------------|
| Meets and Exceeds     |
| Improved Below Target |
| No Improvement        |

| Measure #2 Outcome    |
|-----------------------|
| Meets and Exceeds     |
| Improved Below Target |
| No Improvement        |



| Indicator Result   |
|--|
| Exceeds<br>Example: Top 5%                                     |
| Meets<br><i>(Both Measures Met)</i>                            |
| Improved Below Target<br><i>(Improved but targets not met)</i> |
| No Improvement<br><i>(No Improvement and/or Declined)</i>      |
| Lowest<br>Bottom: 5%   |

# Academic Achievement Indicator

## Elementary and Middle Schools

| English Language Arts | Number of Students Tested | 2016 Achievement Levels (%) |     |     |     |    |   | Proficiency %                                     |                        | Proficiency %                                   |                        | Composite             |                        |
|-----------------------|---------------------------|-----------------------------|-----|-----|-----|----|---|---|------------------------|---|------------------------|-----------------------|------------------------|
|                       |                           | L1                          | L2  | L3  | L4  | L5 | Distribution  | Level 3,4 and 5<br>(Met or Exceeded Expectations) | Change from Prior Year | Level 4 and 5<br>(Met or Exceeded Expectations) | Change from Prior Year | 2016 Composite Result | Change from Prior Year |
| State                 | 378,433                   | 16%                         | 20% | 26% | 33% | 6% |  | 65%   | -1%                    | 39%   | 0%                     | 2.9                   | 0.0                    |
| Elementary Schools    | 185,042                   | 15%                         | 19% | 25% | 35% | 6% |  | 66%   | -1%                    | 41%   | 0%                     | 3.0                   | 0.0                    |
| Middle Schools        | 160,310                   | 14%                         | 19% | 27% | 34% | 7% |  | 67%   | 19%                    | 41%   | 18%                    | 2.4                   | -0.1                   |
| Elementary/Middle     | 33,081                    | 28%                         | 26% | 25% | 19% | 3% |  | 47%   | -21%                   | 22%   | -19%                   | 3.0                   | 0.0                    |

# Academic Achievement Indicator

## Elementary and Middle Schools

| Mathematics         | Number of Students Tested | Achievement Levels (%) |     |     |     |    |   | Proficiency %                                  |                        | Proficiency %                                |                        | Composite             |                        |
|---------------------|---------------------------|------------------------|-----|-----|-----|----|---|--|------------------------|--|------------------------|-----------------------|------------------------|
|                     |                           | L1                     | L2  | L3  | L4  | L5 | Distribution  | Level 3,4 and 5 (Met or Exceeded Expectations) | Change from Prior Year | Level 4 and 5 (Met or Exceeded Expectations) | Change from Prior Year | 2016 Composite Result | Change from Prior Year |
| <b>All Students</b> | 377,467                   | 15%                    | 23% | 26% | 31% | 5% |  | 62%  | 3%                     | 36%  | 5%                     | 2.9                   | 0.1                    |
| Elementary          | 185,619                   | 12%                    | 22% | 25% | 34% | 7% |  | 66%  | 5%                     | 41%  | 7%                     | 3.0                   | 0.0                    |
| Middle              | 160,310                   | 14%                    | 23% | 27% | 30% | 4% |  | 61%  | 22%                    | 34%  | 2%                     | 2.8                   | 0.0                    |
| Elementary/Middle   | 33,250                    | 28%                    | 31% | 23% | 16% | 2% |  | 41%  | -20%                   | 18%  | 2%                     | 2.3                   | 0.0                    |

# Academic Achievement Indicator: English Language Arts

| English Language Arts      | Number of Students Tested | 2016 Achievement Levels (%) |     |     |     |     | Proficiency %                                     |                        | Proficiency %                                   |                        | Composite             |                        |
|----------------------------|---------------------------|-----------------------------|-----|-----|-----|-----|---|------------------------|---|------------------------|-----------------------|------------------------|
|                            |                           | L1                          | L2  | L3  | L4  | L5  | Level 3,4 and 5<br>(Met or Exceeded Expectations) | Change from Prior Year | Level 4 and 5<br>(Met or Exceeded Expectations) | Change from Prior Year | 2016 Composite Result | Change from Prior Year |
| <b>Test</b>                |                           |                             |     |     |     |     |   |                        |   |                        |                       |                        |
| ELA 03                     | 67,426                    | 22%                         | 19% | 22% | 33% | 4%  | 59%   | -1%                    | 38%   | -1%                    | 2.8                   | 0.0                    |
| ELA 04                     | 65,626                    | 14%                         | 19% | 26% | 32% | 8%  | 67%   | 0%                     | 40%   | 0%                     | 3.0                   | 0.0                    |
| ELA 05                     | 63,870                    | 13%                         | 21% | 26% | 36% | 3%  | 66%   | -2%                    | 39%   | -1%                    | 3.0                   | 0.0                    |
| ELA 06                     | 61,088                    | 13%                         | 20% | 29% | 33% | 5%  | 67%   | 0%                     | 38%   | 1%                     | 3.0                   | 0.0                    |
| ELA 07                     | 60,920                    | 15%                         | 19% | 25% | 30% | 10% | 65%   | 1%                     | 40%   | 1%                     | 3.0                   | 0.0                    |
| ELA 08                     | 59,501                    | 17%                         | 19% | 25% | 33% | 6%  | 64%   | -1%                    | 39%   | -2%                    | 2.9                   | 0.0                    |
| <b>Subgroups</b>           |                           |                             |     |     |     |     |   |                        |   |                        |                       |                        |
| Econ. disadvantaged        | 165,699                   | 25%                         | 27% | 26% | 19% | 2%  | 47%   | 0%                     | 21%   | 0%                     | 2.4                   | 0.0                    |
| ELL/Formerly ELL           | 36,036                    | 60%                         | 58% | 49% | 30% | 2%  | 82%   | 6%                     | 32%   | 5%                     | 4.6                   | 0.1                    |
| Students w/disabilities    | 45,269                    | 70%                         | 55% | 41% | 31% | 4%  | 75%   | -4%                    | 34%   | 0%                     | 4.4                   | -0.1                   |
| Amer. Ind. or Alaska Nat.  | 2,836                     | 19%                         | 26% | 27% | 25% | 3%  | 55%   | -4%                    | 28%   | -2%                    | 2.7                   | -0.1                   |
| Afr. Amer./Black           | 126,716                   | 24%                         | 26% | 27% | 21% | 2%  | 50%   | 0%                     | 24%   | 0%                     | 2.5                   | 0.0                    |
| Asian                      | 26,842                    | 6%                          | 10% | 20% | 49% | 16% | 84%   | -2%                    | 64%   | -2%                    | 3.6                   | -0.1                   |
| Hispanic/Latino            | 59,313                    | 23%                         | 25% | 27% | 22% | 2%  | 51%   | 0%                     | 25%   | 0%                     | 2.6                   | 0.0                    |
| Multi-race, Non-Hisp./Lat. | 15,965                    | 12%                         | 18% | 26% | 37% | 7%  | 70%   | -2%                    | 44%   | -2%                    | 3.1                   | -0.1                   |
| Nat. Haw. or Pacif. Isl.   | 1,338                     | 18%                         | 23% | 22% | 28% | 8%  | 59%   | -8%                    | 36%   | -5%                    | 2.9                   | -0.2                   |
| White                      | 152,203                   | 8%                          | 14% | 25% | 43% | 9%  | 78%   | -1%                    | 52%   | 0%                     | 3.3                   | 0.0                    |

# Academic Achievement Indicator: Mathematics

| Mathematics                | Number of Students Tested | Achievement Levels (%) |     |     |     |     | Proficiency %                                     |                        | Proficiency %                                   |                        | Composite             |                        |
|----------------------------|---------------------------|------------------------|-----|-----|-----|-----|---|------------------------|---|------------------------|-----------------------|------------------------|
|                            |                           | L1                     | L2  | L3  | L4  | L5  | Level 3,4 and 5<br>(Met or Exceeded Expectations) | Change from Prior Year | Level 4 and 5<br>(Met or Exceeded Expectations) | Change from Prior Year | 2016 Composite Result | Change from Prior Year |
| <b>Test</b>                |                           |                        |     |     |     |     |   |                        |   |                        |                       |                        |
| ALG01                      | 25,280                    | 3%                     | 11% | 22% | 58% | 6%  | 86%   | 2%                     | 64%   | 6%                     | 3.5                   | 0.1                    |
| ALG02                      | 112                       | 21%                    | 34% | 9%  | 15% | 21% | 45%   | -34%                   | 36%   | -10%                   | 2.8                   | -0.5                   |
| GEO01                      | 186                       | 14%                    | 20% | 30% | 30% | 6%  | 66%   | N/A                    | 36%   | N/A                    | 2.9                   | N/A                    |
| MAT03                      | 67,656                    | 14%                    | 19% | 23% | 34% | 11% | 67%   | 5%                     | 44%   | 8%                     | 3.1                   | 0.2                    |
| MAT04                      | 65,808                    | 14%                    | 23% | 25% | 33% | 4%  | 62%   | 4%                     | 37%   | 6%                     | 2.9                   | 0.1                    |
| MAT05                      | 64,017                    | 12%                    | 25% | 27% | 31% | 6%  | 63%   | 5%                     | 37%   | 7%                     | 2.9                   | 0.1                    |
| MAT06                      | 61,128                    | 14%                    | 25% | 27% | 28% | 5%  | 60%   | 2%                     | 33%   | 3%                     | 2.8                   | 0.1                    |
| MAT07                      | 52,177                    | 14%                    | 28% | 33% | 23% | 2%  | 58%   | 2%                     | 25%   | 3%                     | 2.7                   | 0.0                    |
| MAT08                      | 41,103                    | 29%                    | 27% | 22% | 20% | 3%  | 44%   | 0%                     | 23%   | -1%                    | 2.4                   | 0.0                    |
| <b>Subgroups</b>           |                           |                        |     |     |     |     |   |                        |   |                        |                       |                        |
| Econ. disadvantaged        | 166,441                   | 24%                    | 32% | 26% | 17% | 1%  | 44%   | 4%                     | 18%   | 4%                     | 2.4                   | 0.1                    |
| ELL/Formerly ELL           | 37,017                    | 48%                    | 65% | 48% | 34% | 4%  | 86%   | 14%                    | 39%   | 12%                    | 4.8                   | 0.3                    |
| Students w/disabilities    | 45,222                    | 58%                    | 61% | 42% | 34% | 6%  | 81%   | 7%                     | 40%   | 8%                     | 4.7                   | 0.2                    |
| Amer. Ind. or Alaska Nat.  | 3,229                     | 12%                    | 20% | 24% | 37% | 7%  | 68%   | 15%                    | 44%   | 21%                    | 3.1                   | 0.5                    |
| Afr. Amer./Black           | 126,977                   | 24%                    | 32% | 26% | 17% | 1%  | 44%   | 4%                     | 18%   | 4%                     | 2.4                   | 0.1                    |
| Asian                      | 28,128                    | 4%                     | 9%  | 19% | 49% | 19% | 87%   | 2%                     | 68%   | 5%                     | 3.7                   | 0.1                    |
| Hispanic/Latino            | 59,807                    | 20%                    | 31% | 27% | 20% | 2%  | 49%   | 4%                     | 22%   | 5%                     | 2.5                   | 0.1                    |
| Multi-race, Non-Hisp./Lat. | 16,702                    | 11%                    | 20% | 27% | 35% | 7%  | 69%   | 4%                     | 42%   | 6%                     | 3.1                   | 0.1                    |
| Nat. Haw. or Pacif. Isl.   | 1,193                     | 14%                    | 20% | 24% | 35% | 7%  | 66%   | 2%                     | 42%   | 8%                     | 3.0                   | 0.1                    |
| White                      | 150,515                   | 7%                     | 16% | 26% | 44% | 8%  | 78%   | 3%                     | 51%   | 6%                     | 3.3                   | 0.1                    |

# Academic Achievement Indicator: Measures

| Proficiency %<br>Improvement<br>Change from Prior Year |                                   |
|--|-----------------------------------|
| Proficiency<br><i>Options</i>                          | Level 4 and 5<br>Level 3, 4 and 5 |
| Long Term Goal (Years)                                 | 15                                |
| Method 1 - (AMO)<br><i>Options</i>                     | 1/2<br>2/3<br>3/4                 |
| Method 2 - State Target<br><i>Options</i>              | 90                                |

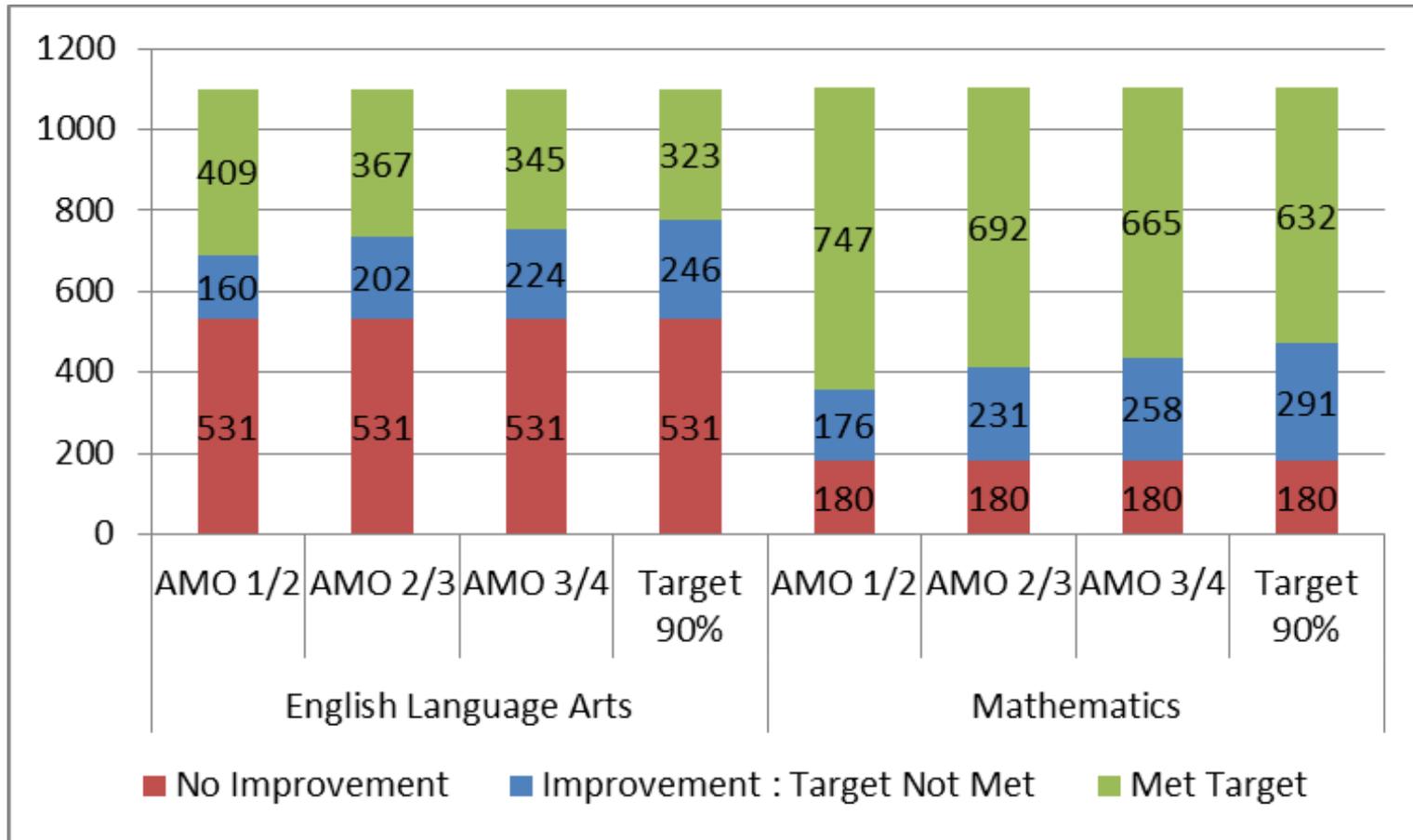
| Outcomes   |
|--|
| Meets and Exceeds<br>Improved Below Target<br>No Improvement |

| Composite<br>Improvement<br>Change from Prior Year |             |
|--|-------------|
| Assessment Level                                   | Points      |
| Performance Level 1                                | 1           |
| Performance Level 2                                | 2           |
| Performance Level 3                                | 3           |
| Performance Level 4                                | 4           |
| Performance Level 5                                | 5           |
| Method - Annual Improvement<br><i>Options</i>      | 0.05<br>TBD |

| Outcomes   |
|--|
| Meets and Exceeds<br>Improved Below Target<br>No Improvement |

# Academic Achievement Indicator: Proficiency Measure Elementary and Middle Schools

Number of Schools Meeting AMO Targets\* 1/2, 2/3, 3/4 and State Target 90%

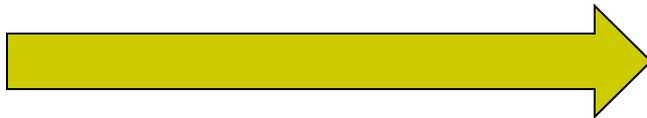


\*Performance Level 4,5

# Academic Achievement Indicator: Measure Results

| Proficiency Outcome   |   | Composite Outcome     |
|-----------------------|---|-----------------------|
| Meets and Exceeds     | + | Meets and Exceeds     |
| Improved Below Target |   | Improved Below Target |
| No Improvement        |   | No Improvement        |

=



| Indicator Result*   |
|---|
| Exceeds<br>Example: Top 5%  |
| Meets<br><i>(Both Measures Met)</i><br>32%                            |
| Improved Below Target<br><i>(Improved but targets not met)</i><br>32% |
| No Improvement<br><i>(No Improvement and/or Declined)</i><br>23%      |
| Lowest<br>Bottom: 5%  |

\*Performance Level 4,5 and Composite 0.5

# Standard Setting Process

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- ESSA External Stakeholders at their December 15, 2016 meeting participated in a Standard Setting Process to determine growth values.
- Worked in four small groups to determine value of progress, maintaining same proficiency level, or dropping a proficiency level.

# Student Academic Growth: Value Matrix

| Maryland Results                       |   | Students' Performance Level 2016 |        |         |         |        |
|--|---|----------------------------------|--------|---------|---------|--------|
|  |   | 1                                | 2      | 3       | 4       | 5      |
| Student's<br>Performance<br>Level 2015 | 1 | 22,970                           | 14,018 | 1,734   | 69      | -      |
|  |   | 22,970                           | 28,036 | 5,202   | 276     | 0      |
|  | 2 | 18,171                           | 38,572 | 20,270  | 1,903   | 2      |
|  |   | 18,171                           | 77,144 | 60,810  | 7612    | 10     |
|  | 3 | 2,275                            | 15,662 | 39,100  | 18,935  | 50     |
|  |   | 2,275                            | 31,324 | 117,300 | 75,740  | 250    |
|  | 4 | 96                               | 916    | 10,899  | 48,320  | 4,879  |
|  |   | 96                               | 1,832  | 32,697  | 193,280 | 24,395 |
|  | 5 | 3                                | 7      | 26      | 3,703   | 5,174  |
|  |   | 3                                | 14     | 52      | 14,812  | 25,870 |

Value Table

|    | P1 | P2 | P3 | P4 | P5 |
|----|----|----|----|----|----|
| P1 | 1  | 2  | 3  | 4  | 5  |
| P2 | 1  | 2  | 3  | 4  | 5  |
| P3 | 1  | 2  | 3  | 4  | 5  |
| P4 | 1  | 2  | 3  | 4  | 5  |
| P5 | 1  | 2  | 2  | 4  | 5  |

Test Takers  
Multiplied by Value  
/ Test Takers =  
State Result 2.76



# Progress Indicator

## Year 1 Growth Calculation

### (Baseline)

| Value Matrix Outcome  |
|-----------------------|
| Meets and Exceeds     |
| Improved Below Target |
| No Improvement        |

+

| SGP Outcome           |
|-----------------------|
| Meets and Exceeds     |
| Improved Below Target |
| No Improvement        |

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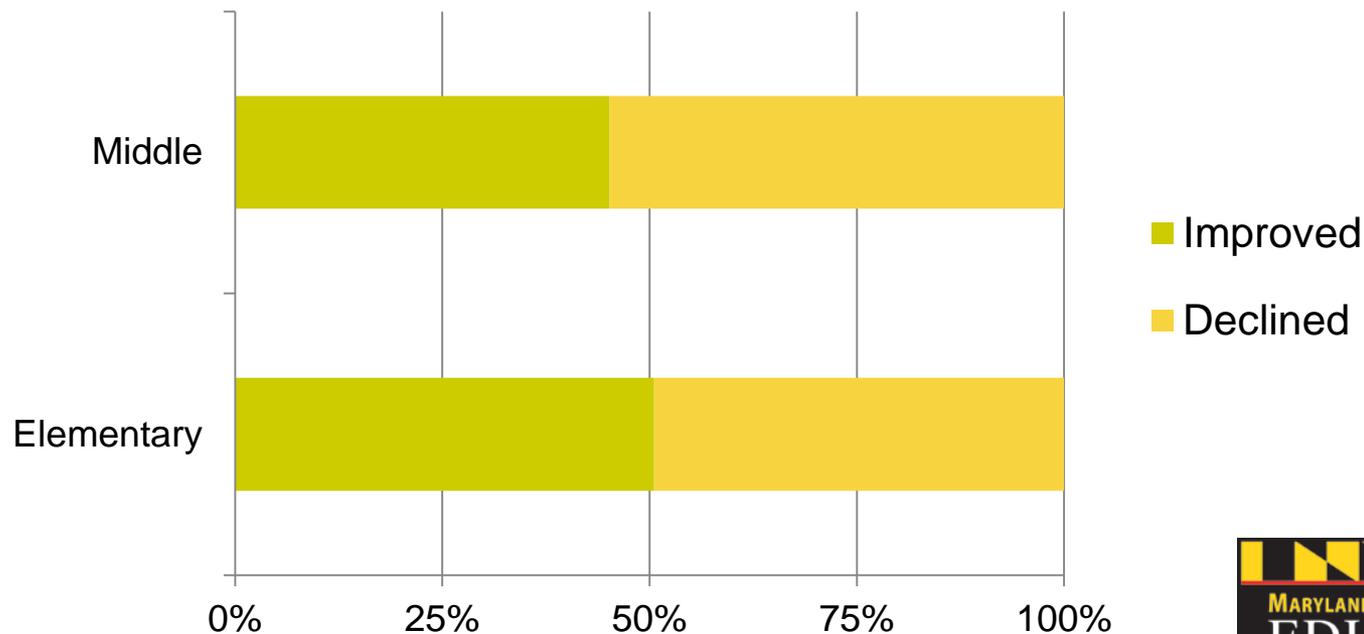
| Indicator Result   |
|--|
| Exceeds<br>Example: Top 5%   |
| Meets<br><i>(Both Measures Met)</i>                                |
| Improved Below Target<br><i>(Improved but not all targets met)</i> |
| No Improvement<br><i>(No Improvement and/or Declined)</i>          |
| Lowest<br>Bottom: 5%   |



All measures will be reported. Measures will be aggregated based on values or weighting in order to determine the final indicator result.

# School Quality Student Success Measure Option: Absenteeism

About 50 percent of Elementary and Middle Schools had increases in the number of students absent greater than 20 days from 2015 to 2016. Schools with over 100 students ranged from an increase of 29 percent to a decrease of 23 percent.



# Student Success and School Quality Indicator

| Absenteeism Outcome   |   | Additional Measures Outcome |
|-----------------------|---|-----------------------------|
| Meets and Exceeds     | + | Meets and Exceeds           |
| Improved Below Target |   | Improved Below Target       |
| No Improvement        |   | No Improvement              |

| Indicator Result             |
|------------------------------|
| Exceeds                      |
| Meets                        |
| Improved Below Target<br>51% |
| No Improvement<br>44%        |
| Lowest<br>Bottom: 5%         |



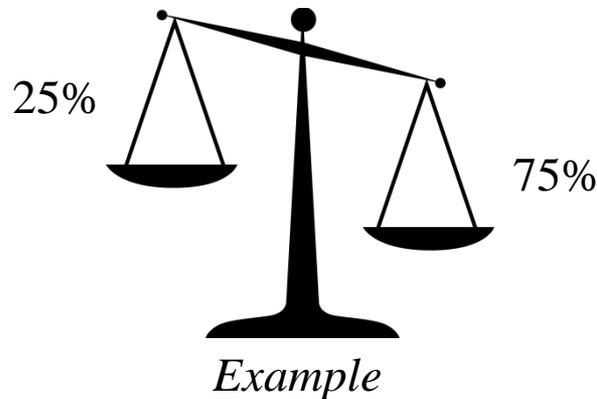
All measures will be reported. Measures will be aggregated based on values or weighting in order to determine the final indicator result.

# Graduation Indicator

| Graduation 4-Year Rate Outcome |
|--------------------------------|
| Meets and Exceeds              |
| Improved Below Target          |
| No Improvement                 |

| Graduation 5-Year Rate Outcome |
|--------------------------------|
| Meets and Exceeds              |
| Improved Below Target          |
| No Improvement                 |

| Indicator Result   |
|--|
| Exceeds<br>Example: Top 5%                                     |
| Meets<br><i>(Both Measures Met)</i>                            |
| Improved Below Target<br><i>(Improved but targets not met)</i> |
| No Improvement<br><i>(No Improvement and/or Declined)</i>      |
| Lowest<br>Bottom: 5%   |



# English Language Proficiency

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- On January 20, 2017, MSDE will participate in a CCSSO sponsored EL Technical Support Meeting
- Will share results following the meeting

# Student Success and School Quality Indicator

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| <b>Chronic Absenteeism Outcome</b> |
|------------------------------------|
| Meets and Exceeds                  |
| Improved Below Target              |
| No Improvement                     |

| <b>Teacher Absenteeism Outcome</b> |
|------------------------------------|
| Meets and Exceeds                  |
| Improved Below Target              |
| No Improvement                     |

| <b>Additional Measures Outcome</b> |
|------------------------------------|
| Meets and Exceeds                  |
| Improved Below Target              |
| No Improvement                     |

# Draft Accountability Matrix – Elementary and Middle Schools

| Indicators  | Indicator Performance Ratings |       |                             |                |           |
|---|-------------------------------|-------|-----------------------------|----------------|-----------|
|   | Exceeds                       | Meets | Improvement Targets Not Met | No Improvement | Lowest 5% |
| Academic Achievement                                |                               |       |                             |                |           |
| Meeting Gap Narrowing Targets for State Assessments |                               |       |                             |                |           |
| Achievement Composite                               |                               |       |                             |                |           |
| Academic Progress                                   |                               |       |                             |                |           |
| Value Matrix  |                               |       |                             |                |           |
| Student Growth Percentile                           |                               |       |                             |                |           |
| Progress in English Language Proficiency            |                               |       |                             |                |           |
| English Learner Progress                            |                               |       |                             |                |           |
| School Quality/Student Success                      |                               |       |                             |                |           |
| Chronic Absenteeism                                 |                               |       |                             |                |           |