AGENDA

2016 Texas Commission on Next Generation Assessments and Accountability

April 20, 2016

10:00 a.m.

American Institutes for Research (AIR), 4700 Mueller Blvd., Austin, TX. 78723, Conference Center, Located on the First Floor

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I. Opening Remarks

II. Next Generation Assessments and the Measurement of Career and College Readiness

- James Pellegrino, Distinguished Professor of Education
  Liberal Arts & Sciences Distinguished Professor
  Co-Director, Learning Sciences Research Institute
  University of Illinois at Chicago

III. A-F Rating Systems

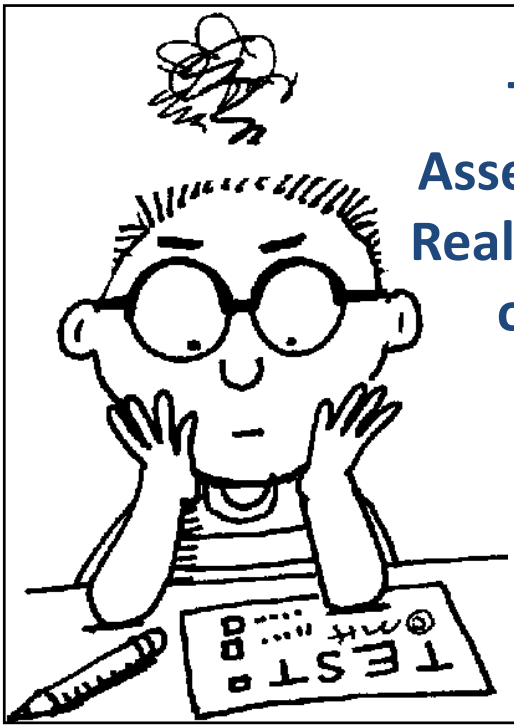
- Mariann Lemke, Managing Researcher, American Institutes for Research
- Christy Hovanetz, Senior Policy Fellow, Accountability, Foundation for Excellence in Education

IV. Performance Analysis Systems

- Lori Taylor, Associate Professor and Director of the Mosbacher Institute for Trade, Economics and Public Policy, The Bush School of Government and Public Service, Texas A&M University, FAST (Financial Allocation Study for Texas)
- Paul Haeberlen, President and Chief Operating Officer, Education Resource Group

V. Discussion/Action on March 23, 2016 Working Session Notes

VI. Closing Remarks



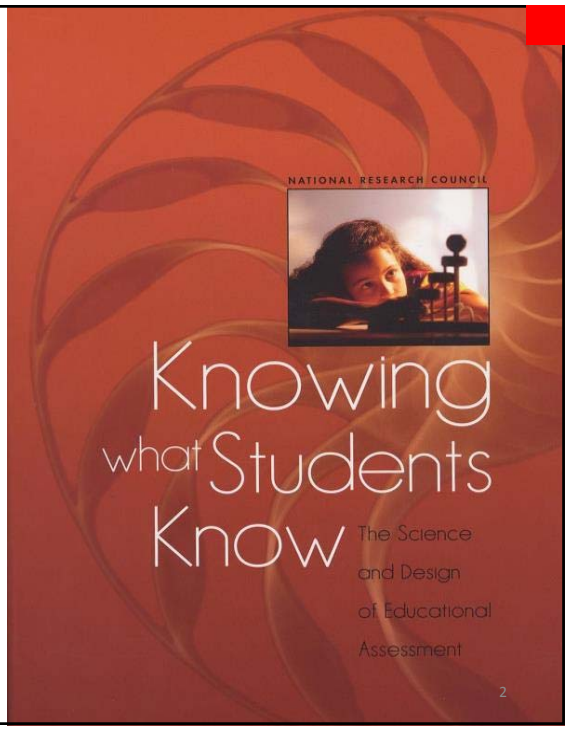
The Future of Assessment in Texas: Realizing the Promise of Educational Assessment

Jim Pellegrino
Learning Sciences
Research Institute
University of Illinois
at Chicago

Background

Based on ideas drawn from the National Research Council report:

Knowing What Students Know: The Science and Design of Educational Assessment.



Discussion Topics

- The Nature of Educational Assessment
- Federal Law, College Readiness Standards, and High Quality Assessments
- Considering a Balanced/Comprehensive Assessment System as Texas and Its Districts Move Forward

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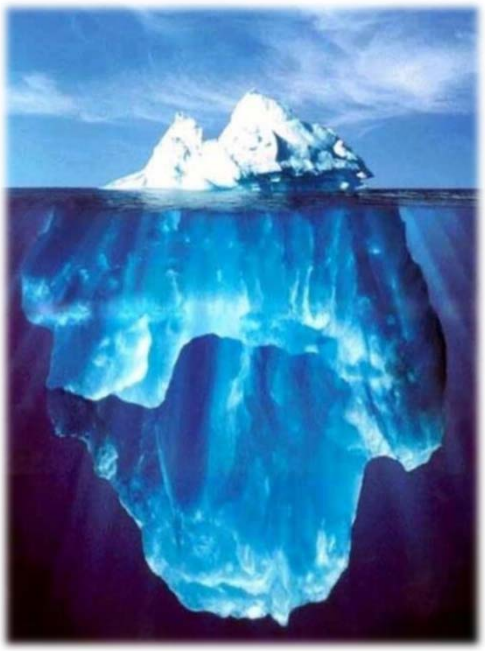
- Defining formative, interim, and summative assessment
- Characteristics, uses, and examples of formative, interim, and summative assessment

THE NATURE OF EDUCATIONAL ASSESSMENT



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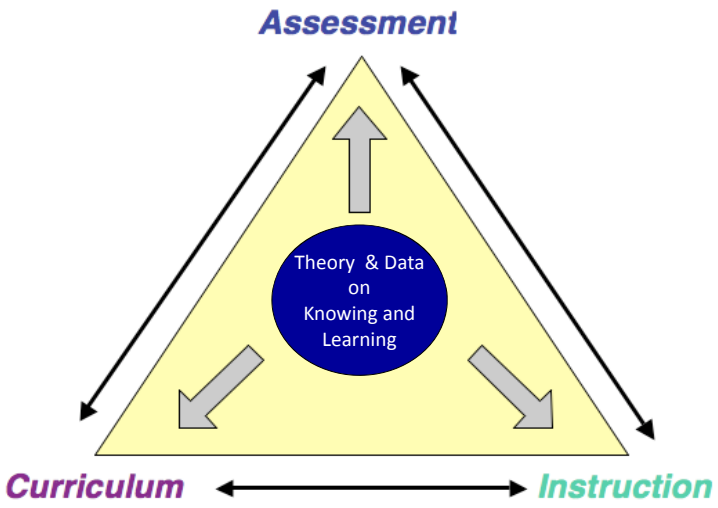
What is educational assessment? What is its primary purpose?

- Assessment is a process of gathering information for the purpose of making judgments about a current state of affairs.
- In educational assessment, the information collected is *designed* to help teachers, administrators, policy makers, and the public infer what students know and how well they know it, presumably for the purpose of enhancing future outcomes.
- Some of these outcomes are more immediate such as the use of assessment in the classroom to improve student learning and others are more delayed such as the use of assessment for program evaluation.

Where Does Assessment Fit in the Educational System?



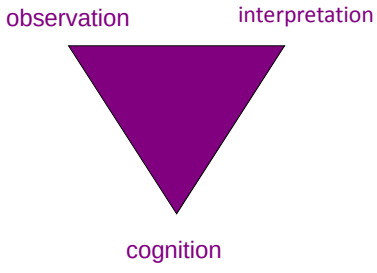
What functions and purposes is assessment supposed to serve?

- Educational assessment typically occurs in multiple contexts:
  - Small scale: individual classrooms
  - Intermediate-scale: districts
  - Large-scale: states, nations, international
- Within and across contexts it can be used by different stakeholders to accomplish differing purposes:
  - Assist learning (formative)
  - Measure individual (or group) achievement (interim/summative)
  - Evaluate programs (Interim/summative)
- Both the purpose of assessment and the context in which it occurs influence the design.

Why does assessment of student learning seem to be such a major challenge?

You Can Never Really Know What a Student Knows:
Assessment is a Process of Reasoning from Evidence

- **cognition**
  - Theories, models & data about how students represent knowledge & develop competence in the domain
- **observations**
  - tasks or situations that allow one to observe students' performance
- **interpretation**
  - method for making sense of the data



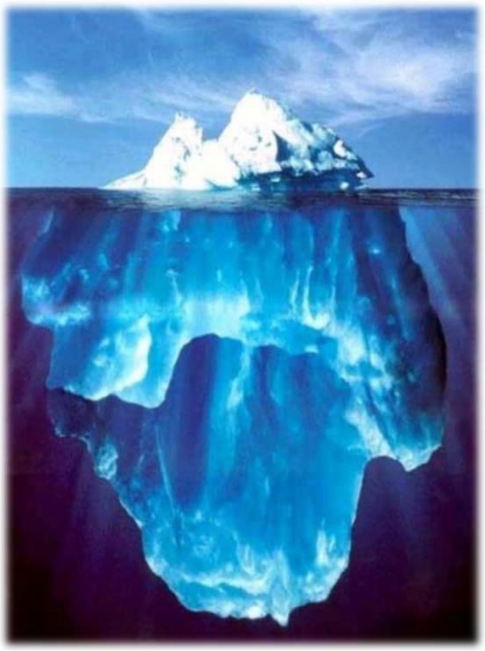
Must be coordinated!

Why do we seem to assess so much? Can we get the job done with just one test?

The reason we have so many different forms and types of assessment is that "***One size does not fit all***"

- Educators at different levels of the system need different information at different times and in different forms
- They have differing priorities, they operate under different constraints, & there are tradeoffs in terms of time, money, and type of information needed.
- Assessments must be designed, developed and reported with the intended user and use in mind.

DEFINING FORMATIVE, INTERIM, AND SUMMATIVE ASSESSMENT



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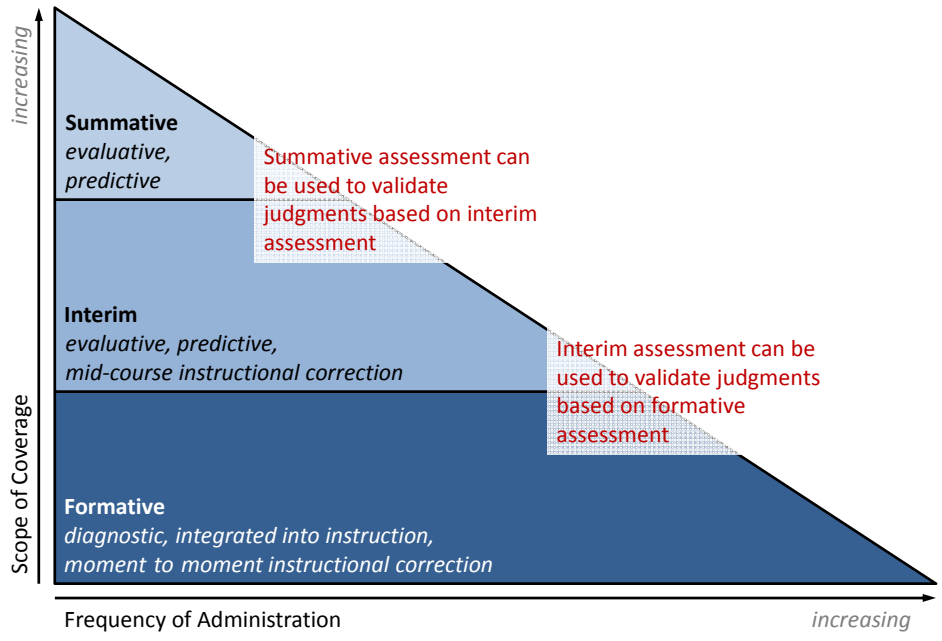
Three "Tiers of Assessment"



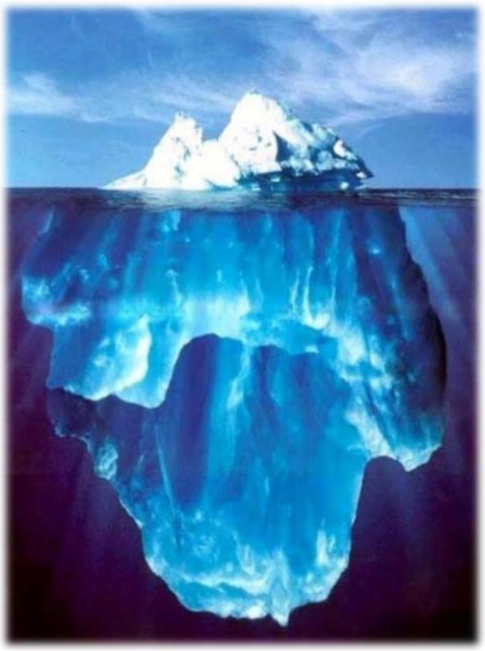
Defining an Assessment System

"A collection of assessments does not entail a system any more than a pile of bricks constitutes a house" (Coladarci, 2002).

The system must be composed of elements that cohere and work together in terms of the intended functions and interpretive uses.

Owner	Tier/Type of Assessment: Formative	Interim	Summative
Teacher	• Strategically planned mid-period check-ins • Strategically planned end of period check-ins • Homework that will be used to provide at least one round of feedback and revision before grading	• Graded quizzes and homework • Unit projects, papers, and exams • Mid-term exams • Marking period exams	• Final exams, projects, and papers
District	• Not applicable	• Common unit exams, mid-terms, and marking period exams • Common quarterly assessments • District placement tests	• Common final exams, projects, and papers • Common assessments for testing out of a course/credit • Common graduation assessments
State	• Not applicable	• State-provided within-year common assessments	• Annual state tests • End of course state tests

CHARACTERISTICS AND USES OF FORMATIVE, INTERIM, AND SUMMATIVE ASSESSMENT



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Summative Assessment

Characteristics

- Pauses instruction for evaluation
- Controlled by one or more teachers, schools, districts, or states
- Covers a macro unit of instruction (e.g., a semester, course, credit, grade)
- Infrequent (e.g., yearly, finals week)
- Administered after completing a macro unit
- Based on who controls assessment, results may be comparable across students, classrooms, districts, and/or states
- A product

Uses

- Evaluate achievement after a macro unit
- Monitor progress across multiple macro-units
- Corroborate interim assessment
- Evaluate readiness for the next macro unit
- After-the-fact evaluation/ adjustment of broad instructional practices by individual teachers
- After-the-fact evaluation/adjustment of curriculum/programming policies by administrators
- Predict later student outcomes
- Grading and accountability

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Interim Assessment

Characteristics

- Pauses instruction for evaluation
- Controlled by one or more teachers, schools, districts, or states
- Covers a mid-sized unit of instruction (e.g., a semester, course, credit, grade)
- Somewhat frequent (e.g., weekly to quarterly)
- Administered before and/or after a mid-sized unit
- Based on who controls assessment, results may be comparable across students, classrooms, districts, and/or states
- A product

Uses

- Evaluate achievement after a mid-sized unit
- Monitor progress within a macro-unit (e.g., semester, course, credit, grade)
- Corroborate formative assessment
- Pre-test to tailor unit instructional plans for the group and individual students
- Identify post-unit remedial needs
- Mid-course self-evaluation and adjustment of teacher classroom practices
- Mid-course evaluation and adjustment of school and district policies and programs
- Predict performance on summative assessment
- Grading (and possibly accountability)

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Formative Assessment

Characteristics

- Facilitate effective instruction (does not pause instruction)
- Learning goals and criteria are clear to students
- Students self-/peer-monitor progress toward learning goals
- Students and teachers receive frequent feedback
- Jointly controlled by each teacher and students
- Covers a micro unit of instruction on a frequent basis (e.g., at least once per class period)
- Tailored to a set of students and an instructional plan
- Might be comparable for a classroom, but not beyond
- Not a product (e.g., quiz, test, bank of questions/tests), a process

Uses

- Engage students in learning/metacognition through frequent feedback and self-/peer-evaluation
- Monitor moment-to-moment student learning
- Diagnose immediate individual and group instructional needs
- Adjust/differentiate instruction in the moment
- Self-evaluate micro-unit instructional effectiveness
- Student results from formative assessment are not appropriate for use in grading or accountability; however, ratings of the quality of formative assessment practice may be appropriate for use in accountability

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Locus of Effects of Information Derived from Each Tier

- Tier 1: Long-cycle (State or District tests; Summative)
  - Student monitoring
  - Curriculum alignment
- Tier 2: Medium-cycle (Interim; Benchmark)
  - Improved student monitoring of the state of their learning and connections among content
  - Improved teacher cognition about learning
- Tier 3: Short-cycle (Classroom; Formative)
  - Improved classroom practice
  - Improved student engagement
  - Student metacognitive monitoring of the state of their knowledge

What are some key "take away" points?

- Assessment is not a simple matter and not just one thing -- it takes multiple forms for multiple purposes
- Designing good assessment is very challenging -- need solid conceptual foundation about what students should know and how they should know it.
- Assessment needs to be part of an integrated system of curriculum, instruction & assessment
- A major challenge is helping teachers use assessment productively in their ongoing practice -- especially formative assessment

Discussion Topics

- The Nature of Educational Assessment
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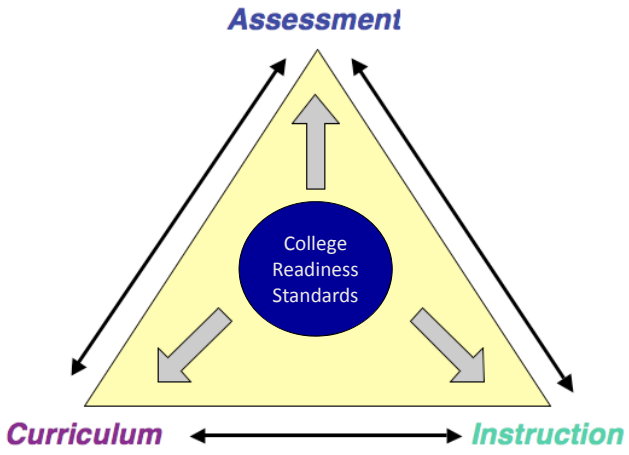
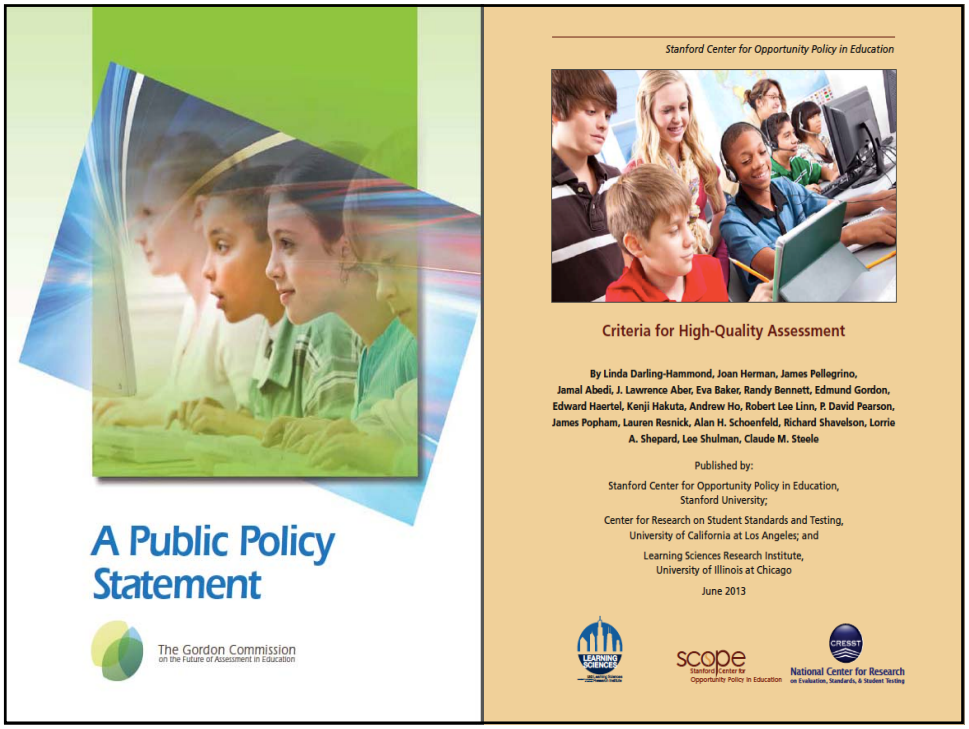
Federal Law: NCLB & ESSA Key Requirements

- Annual assessments of all students in Math and Reading for Grades 3-8, and once in grades 9-12
  - Math and Reading annual assessments must be aligned with state academic content and achievement standards
- Annual assessment of students in science no less than once in each of grades 3-5, 6-9 and 10-12
  - Science assessments must be aligned with state academic content and achievement standards
- Reporting in multiple categories for multiple demographic groups
- With ESSA there is more state autonomy than under NCLB, including options for accountability

Using Standards to Align Curriculum, Instruction & Assessment





"To be helpful in achieving the learning goals……, assessments must fully represent the competencies that the increasingly complex and changing world demands…. To do so, the tasks and activities in the assessments must be models worthy of the attention and energy of teachers and students."

-- The Gordon Commission

What does it mean to be "High Quality"?

Criteria for High-Quality Assessment

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Five Criteria for High-Quality Assessment

1. Assessment of Higher-Order Cognitive Skills
2. High-Fidelity Assessment of Critical Abilities
3. Standards that Are Internationally Benchmarked
4. Items that Are Instructionally Sensitive and Educationally Valuable
5. Evidence of Validity, Reliability, and Fairness

Assessment of Higher Order Cognitive Skills

- A large majority of items and tasks (at least two-thirds) evaluate the conceptual knowledge and applied abilities that support transfer
- At least one-third of the assessment content in mathematics, and at least one-half in English language arts, should evaluate higher-order skills that allow students to become independent thinkers and learners

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High Fidelity Assessment of Critical Skills

- High fidelity assessment needs to include
  - Research, including synthesis and analysis of information
  - Experimentation and evaluation
  - Oral and written communications
  - Use of technology to access, analyze, and communicate information
  - Collaboration
  - Modeling, design, and problem solving using quantitative skills

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International Benchmarking

- Calibrated to international assessments such as PISA, International Baccalaureate

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Instructionally Sensitive and Educationally Valuable

- Research confirms instructional sensitivity
- Rich feedback on learning and performance
- Tasks that reflect and can guide valuable instructional activities

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Valid, Reliable, and Fair Assessments

- Knowledge and skills are well measured
- Scores are related to abilities they are meant to predict
- Evidence that scores are valid for intended uses
- Evidence that scores are unbiased regarding demographic background and disabilities
- Evidence that scores measure learning accurately along a broad continuum of achievement.
- Evidence that items/tasks tap intended cognitive processes

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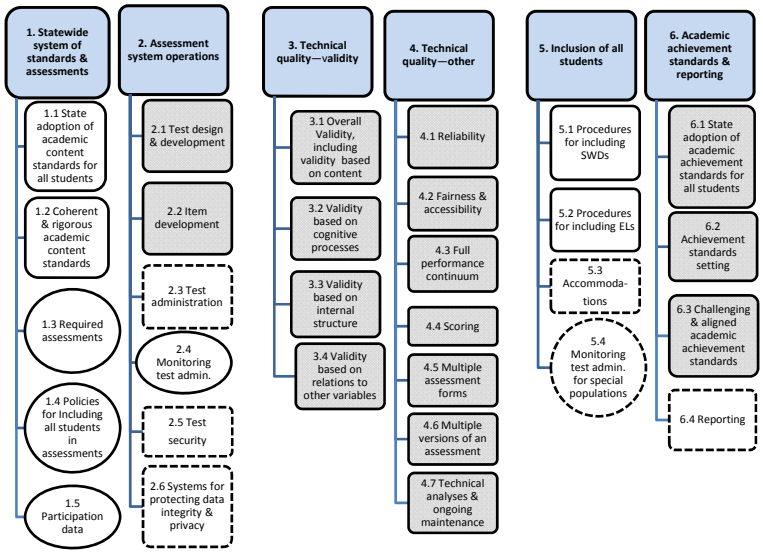
Peer Review: Critical Elements



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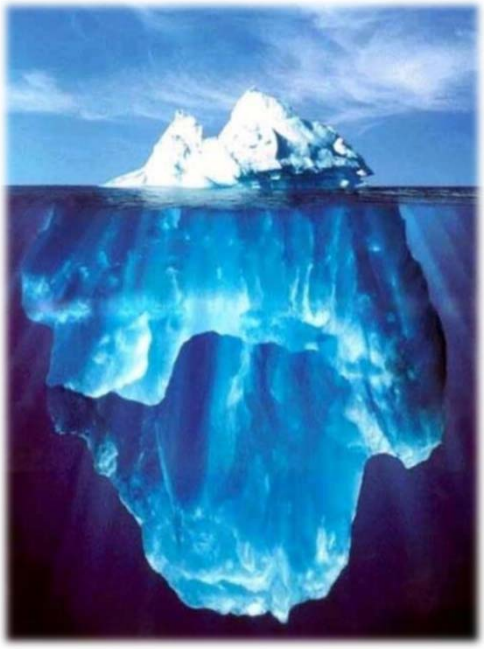
CCSSO Criteria for High Quality Assessments

- Support states as they "develop procurements and evaluate options for high-quality state summative assessments aligned to their college- and career readiness standards."
- Grouped into five broad categories:
  - A. Meet Overall Assessment Goals and Ensure Technical Quality
  - B. Align to Standards – English Language Arts/Literacy
  - C. Align to Standards – Mathematics
  - D. Yield Valuable Reports on Student Progress and Performance
  - E. Adhere to Best Practices in Test Administration

A. Meet Overall Assessment goals and Ensure Technical Quality

- Indicating progress toward college and career readiness
- Ensuring that assessments are valid and required for intended purposes
- Ensuring that assessments are reliable
- Ensuring that assessments are designed and implemented to yield valid and consistent test score interpretations within and across years
- Providing accessibility to all students, including English learners and students with disabilities
- Ensuring transparency of test design and expectations
- Meeting all requirements for data privacy and ownership

QUESTIONS RELATED TO THE TRANSITION TO ASSESSMENT ALIGNED TO COLLEGE AND CAREER READY STANDARDS



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Why did proficiency rates drop this year in many states?

- Given differences between the most recent tests used by many states and their previous state tests, this should actually be expected.
- The visible "drop" in proficiency is not actually a drop.
- What we see arises from increasing expectations for student achievement and relatively little change in student performance, proficiency, or school effectiveness.
  - States have adopted more challenging academic standards and raised expectations for what students should know and be able to do when they graduate from high school.
  - If states had maintained their former achievement expectations, students would have performed at least as well as students in previous years.
- The new standards and expectations for student achievement better reflect the demands of college and careers.

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What do proficiency rates tell us? What do the new scores mean?

- Proficiency rates provide insight into the rigor of the test, student performance, and the status of implementation of new content standards.
  - Assessment results provide information about how students perform on the new content standards and expectations for achievement
- The new scores indicate whether and to what extent, students are on track to be successful in college and careers

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Can results from a test aligned to new standards be compared to results from previous years?

- It is not possible to make a direct or simple comparison between state results on a new assessment and results on your past assessment.
  - The change in assessments, scales, and achievement standards represents a clean break from the past assessment
- Even when statistical linking occurs, interpreting student performance on the new test in terms of old achievement levels and scales is not appropriate because the assessment aligns to new expectations.

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Discussion Topics

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Need for a "Theory of Action"

A common problem at state and/or district levels is that the assessment components are not conceptually coherent.

They often conflict and as a consequence their use doesn't lead to the desired outcomes of educational improvement.

It is essential to make **EXPLICIT** one's assumptions and "theory of action" for the system of assessments.

A Theory of Action

What is it?

- An empirically and logically stated argument
- A set of underlying assumptions
- A testable hypothesis

…that outlines how and why a given assessment, system, or program, as designed, will support the achievement of specified goals.

- It requires specification of each component of the assessment/evaluation system, the connection between components, and the manner in which they jointly fulfill the requirements of the system.

Pieces of the TOA Puzzle for a CAS

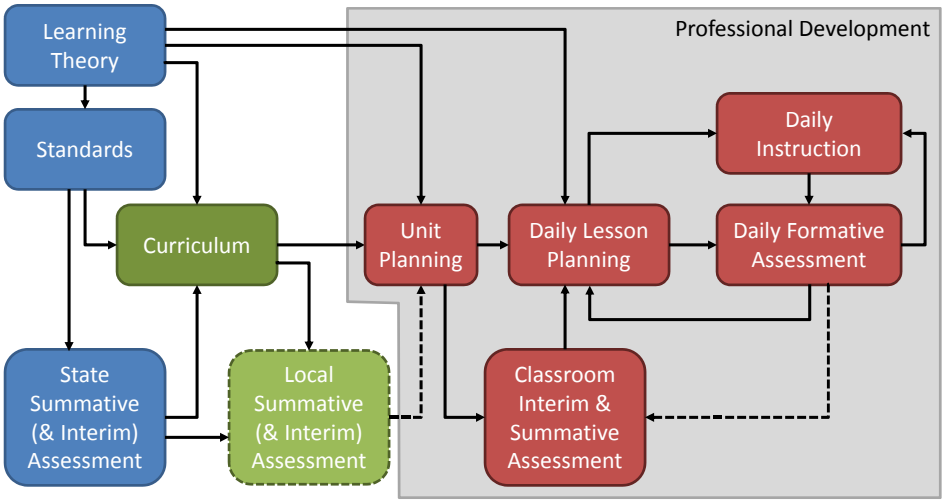
- Purpose
- Theory of Learning
- Priortized Goals of the System
- Intended Uses of Results

→ Must be well articulated prior to assessment system design.

- Overarching Theory as to manner in which the assessment system will bring about desired change (Key Design Principles)
- Design of the system and it's component parts
  - Assessments, Tasks
  - Alignment of each component to goals/intended uses/Key Design Principles
- Mechanism by which component are intended to provide for specified goals.
- Expected relationship among components
- Inferences/assumptions underlying the system working as intended.

→ Articulated as part of assessment system design.

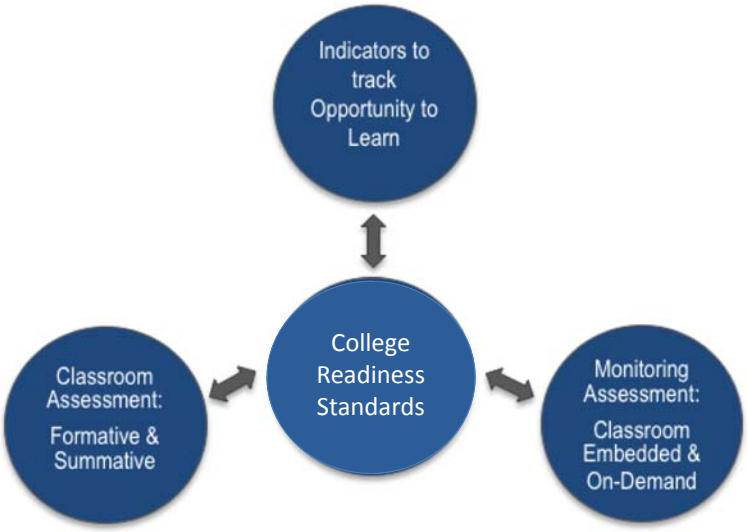
Relating Teaching, Learning, and Assessment: A "Simple" Theory of Action for State & District Officials



Need a Coherent System of Assessments – 3 Major Components

- A system of assessments should include classroom assessment, monitoring (large-scale) assessments, and indicators of opportunity to learn.
  - **Classroom assessment should be an integral part of instruction and should reinforce the type of learning envisioned in standards.**
  - **Monitoring (large-scale) assessments will need to include an on-demand component and a component based in the classroom (classroom-embedded) in order to fully cover the breadth and depth of the standards.**
  - **Indicators of opportunity to learn should document that students have the opportunity to learn in the way called for in standards and that schools have appropriate resources.**

Assessment System Components



1st Major Challenge in Design of the Monitoring Component: Intended uses of the Information

The Complex Space of Monitoring Functions

TABLE 5-1 Questions Answered by Monitoring Assessments

	Levels of the Education System			
Types of inferences	Individual Students	Schools or District	Policy Monitoring	Program Evaluation
Criterion-referenced	Have individual students demonstrated adequate performance in science?	Have schools demonstrated adequate performance in science this year?	How many students in state X have demonstrated proficiency in science?	Has program X increased the proportion of students who are proficient?
Longitudinal and comparative across time	Have individual students demonstrated growth across years in science?	Has the mean performance for the district grown across years? How does this year's performance compare to last year's?	How does this year's performance compare to last year's?	Have students in program X increased in proficiency across several years?
Comparative across groups	How does this student compare to others in the school/state?	How does school/ district X compare to school/district Y?	How many students in different states have demonstrated proficiency in science?	Is program X more effective in certain subgroups?

2nd Major Challenge in Design of the Monitoring Component: Possible Sources of Evidence

State Assessments for Monitoring

Combine two types of external assessment strategies, in conjunction with OTL indicators:

On-Demand Assessments

- Developed by the state
- Administered at a time mandated by the state

Classroom-Embedded Assessments

- Developed by the state or district,
- Administered at a time determined by the district/school that fits the instructional sequence in the classroom

Possible Options for the On-Demand Assessment Components

- Mixed item formats, including extended constructed response
  - Such as AP exams
- Mixed item formats with performance tasks
  - might involve both group and independent activities
  - might involve some hands-on tasks
- Use matrix sampling, depending on the intended use and the need to report scores for individuals versus for groups.

Possible Options for the Classroom-Embedded Assessment Components

- **Replacement units** (curriculum materials + assessments) developed outside of the classroom (by state or district)
- **Item banks of tasks**, developed outside of the classroom
- **Portfolio collections of work samples**, with tasks specified by state or district

How might states and districts organize the different assessments that they seem to need?

- Desired end product is a multilevel system
  - Each level fulfills a clear set of functions and has a clear set of intended users of the assessment information
  - The assessment tools are designed to serve the intended purpose
    - Formative, interim, summative
    - Design is optimized for function served
- The levels are articulated and conceptually coherent
  - They share the same underlying concept of what the targets of learning are at a given grade level and what the evidence of attainment should be.
  - They provide information at a "grain size" and on the "time scale" appropriate for translation into action.

What are the key design elements of such a comprehensive system?

- The system is designed to track progress over time
  - At the individual student level
  - At the aggregate group level
- The system uses tasks, tools, and technologies appropriate to the desired inferences about student achievement
  - Doesn't force everything into a fixed testing/task model
  - Uses a range of tasks: performances, portfolios, projects, fixed- and open-response tasks as needed

What else is needed for change to occur?

Much of the change in the productive use of assessment requires training in the use of new tools and systems

- A substantial professional development effort is needed across levels of the system
  - Teachers, principals, and district leadership
- Processes for the effective collection and use and interpretation of assessment information need to be implemented
  - Focus of many assessment literacy efforts
- New technologies and data systems may need to be created and accommodated in the system's business practices

One Vision for how integration of assessment and instruction happens in districts and schools

District Level

- District has a vision for high quality teaching and learning.
- High quality tasks are embedded into the K-12 curriculum.
- Standards Based Grading is aligned.
- District supports ongoing professional learning for staff.

School Level

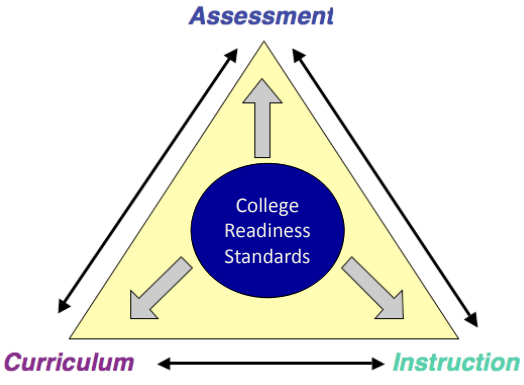
- Common collaboration for grade level teams is in place.
- Administrators support this work.

Classroom Level

- Students engage in ongoing problem solving and challenging assessments.
- Teachers engage in formative assessment processes.

What else is needed to make assessment useful in promoting student achievement?

Assessment Should not be the
"Tail that Wags the Educational Dog"



State Accountability System Examples

Presentation to Texas Commission on Next Generation Assessments and Accountability

Mariann Lemke
Managing Researcher, AIR

AIR
American Institutes for Research

April 2016

Agenda

- Provide examples of current state approaches to accountability along relevant dimensions for committee recommendations:
  - Framework or system domains
  - Indicators or measures
  - Performance categories
  - Weights
  - Time frame
  - Other (alignment to other measures, systems, or policies; consistency with federal accountability requirements, reporting, distinctions)

Framework or System Domains

Framework or System Domains (State System)

	Texas	Colorado	Ohio	Florida	Virginia
Student achievement	☑	☑	☑	☑	☑
Student progress	☑	☑	☑	☑	
Closing performance gaps	☑	☑	☑	☑	
Postsecondary readiness	☑	☑	☑	☑	☑
Community and student engagement	☑				
		Participation rate	Participation rate	Participation rate	

Every Student Succeeds Act (ESSA) requires: proficiency in English language arts (ELA) and math, graduation rate (high schools) OR growth or another "valid and reliable" statewide academic indicator (elementary and middle schools), English-language proficiency progress, additional indicators of school quality or student success

Indicators or Measures

Domain 1: Student Achievement

Texas	Colorado	Ohio	Florida	Virginia
STAAR ▪ Percentage of students who met performance standard aggregated across grade levels by subject area ▪ Percentage of students who met college readiness performance standard aggregated across grade levels by subject area	Percentage of all students proficient on state assessments in reading, math, science, writing (compared to state-defined threshold)	Percentage of assessments for which 80% of students score proficient or higher (performance indicators met) across all grades and subjects (ELA, math, science, social studies) Average performance level of all students on statewide assessments across all grades and subjects	Percentage of all students satisfactory or higher on state assessments in ELA, math, science, social studies	Percentage of all students proficient on state assessments in ELA, math, science, social studies

Ohio Performance Index

Performance Index Points	State Test Performance Level		Average Performance Index Score	Number of Students	Average Index Score x Number of Students
1.3 points	Advanced Plus (Advanced score at higher grade level)	ELA	0.80	20	16
1.2 points	Advanced	Math	0.85	20	17
1.1 points	Accelerated	Science	0.75	14	10.5
1.0 points	Proficient	Social Studies	0.90	12	10.8
0.6 points	Basic	Total		66	54.3
0.3 points	Limited	Weighted average		**54.3/66=0.82**	
0 points	Did not take test				

Domain 2: Student Progress

Texas	Colorado	Ohio	Florida
STAAR ▪ Phase-in Level II—Percentage of students who met standard for annual improvement aggregated across grade levels by subject area ▪ College Readiness—Percentage of students who met standard for annual improvement aggregated across grade levels by subject area	Median growth percentile (math, reading, writing, English proficiency) (compared to state adequate growth percentile and state minimum median growth percentile)	Value-added progress across subjects from year to year on statewide assessment scores in math, ELA, science, and social studies or math and ELA (high schools) Percentage of students who did not score on track on K–3 reading diagnostic assessment or Grade 3 state reading assessment who score on track in current year or semester	Learning gains: percentage of students who scored at achievement level 1 or level 2 in previous year and advance from one sublevel to a higher level within the overall level; scored at achievement level 3 or level 4 in previous year and increase scale score by any amount; or scored at achievement level 5 in previous year and maintain

Domain 3: Closing Performance Gaps

Texas	Colorado	Ohio	Florida
Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds	Median **growth** percentile (math, reading, writing, English proficiency) (compared to state adequate growth percentile and/or state minimum median growth percentile for **minority, FRL, students with disabilities, ELL, and students below proficient** **Graduation rates for minority, FRL, students with disabilities, ELL students** (against state target)	Value-added progress across subjects from year to year on statewide assessment scores in math, ELA, science, and social studies or math and ELA (high schools) for **gifted students, students with disabilities, lowest 20%** Progress toward closing gaps between performance and annual measurable objectives for math proficiency, reading proficiency, and graduation rates	Learning gains for lowest 25% (math, ELA)

Domain 4: Postsecondary Readiness

Texas

Districts and High Schools
- Dropout rate
- Graduation rate
- Percentage of students who do at least one of the following:
  - Complete requirements for FHSP distinguished level of achievement
  - Complete the requirements for an endorsement
  - Complete a coherent sequence of CTE courses
  - Satisfy the TSI benchmark
  - Earn at least 12 hours of postsecondary credit
  - Complete an AP course
  - Enlist in the armed forces
  - Earn an industry certification

Middle and Junior High Schools
- Student attendance
- Dropout rate
- Percentage of seventh- and eighth-grade students who receive instruction in preparing for high school, college, and career

Elementary Schools
- Student attendance

Any additional indicators of student achievement not related to performance on standardized assessment, as determined by the commissioner

Domain 4: Postsecondary Readiness

Colorado	Ohio	Florida	Virginia
Graduation rates (highest of four-, five-, six-, or seven-year) Dropout rate Average composite ACT score	Graduation rate (4-year) Graduation rate (5-year) Percentage of students in graduating class who: ▪ Participated in ACT ▪ Participated in SAT ▪ Earned remediation-free score on ACT ▪ Earned remediation-free score on ACT ▪ Received an honors diploma ▪ Earned industry-recognized credential ▪ Earned credit in one or more AP courses ▪ Scored 3 or higher on at least one AP test ▪ Earned at least 3 dual enrollment or postsecondary credits	**High School** Graduation rate (4-year) Percentage of graduates: ▪ With AP, IB, or AICE results who earn college credit or ▪ Who earned a C or better in dual enrollment or ▪ Earned CAPE industry certification **Middle School** Percentage of eligible students: ▪ Who pass one or more EOC exams or ▪ Earn industry certification	Graduation and completion index based on average level of high school degree earned by students in 4-year cohort (Board-recognized diploma, GED, still in school, certificate of program completion, dropout)

Domain 5: Community and Student Engagement

Texas	ESSA
Three indicators from the following list, as chosen by each district and campus: ▪ Fine arts ▪ Wellness and physical education ▪ Community and parental involvement, such as opportunities for parents to assist students in preparing for assessments ▪ Tutoring programs that support students taking assessments ▪ Opportunities for students to participate in community service projects ▪ 21st Century Workforce Development program ▪ Second language acquisition program ▪ Digital learning environment ▪ Dropout prevention strategies ▪ Educational programs for gifted and talented students	School quality or success (additional indicators*) "may" include the following: ▪ Student access to and completion of advanced coursework ▪ Postsecondary readiness ▪ School climate and safety ▪ Student engagement ▪ Educator engagement Other reported data required under ESSA that might be used: ▪ Behavior data (for example, suspensions, expulsions) ▪ Participation in AP/IB coursework and tests ▪ Preschool participation ▪ College-going rates ▪ Chronic absenteeism (absent one month)

*Note that ESSA requires indicators that can be disaggregated

Performance Categories

Performance Categories

	Texas	Colorado	Ohio	Florida	Virginia
Number	5	4	5*	5**	6
Labels	A–F	Performance Plan, Improvement Plan, Priority Improvement Plan, Turnaround Plan	A–F*	A–F**	Fully Accredited, Approaching Benchmark, Improving, Warned, Reconstituted, Accreditation Denied
Cut Points		>60, 47–59, 37–47, <32		>=62, 54–61, 41–53, 32–40, <=31	Vary by measure and category
Other		Overall designation adjusted down based on participation rate			

*No overall rating—ratings provided for individual performance measures
**I or Incomplete rating assigned temporarily based on participation rate and replaced with A–F after investigation

Weights

Weights

	Texas	Colorado	Florida	Virginia
Type		Compensatory	Compensatory	Conjunctive
Weights	Differential weighting across domains Within-domain weighting may be differential or equal: Domains 1, 2, 3 = 55%, Domain 4 = 35% (graduation rate 10%, other 25%), Domain 5 = 10%	Individual performance measures weighted differentially (academic growth in math, reading, writing highest at 14.3%)	Individual performance measures weighted equally	Equal weights for individual performance measures

Compensatory: All measures considered together. Must meet overall performance threshold.
Conjunctive: Measures considered separately. Must meet x condition AND x condition.

Time Frame

Time Frame for Data to Compute Rating

Texas	Colorado	Florida	Virginia	Ohio
TBD	One- or three-year average—use the one with more indicators available, or, if equal, the method that yields the highest score	One year	One year, three- or four-year average for achievement	One year

Time frame also is relevant for reporting—can report accountability designations over time or can report single-year designations

Other Dimensions

Other Dimensions

- Alignment to other measures, systems, or policies
  - Ohio performance index used for assessment reporting?
  - Florida learning gains used for other policies such as teacher evaluation?
- Consistency with federal accountability requirements
  - Florida use of same system for state and federal designations
  - Other states: Additional indicators for state or federal (e.g., Colorado subgroup achievement for federal, Virginia dropout rate for state)
- Reporting
  - Explanatory information

Other Issues

- Relationship of school performance to student background
- Performance category scaling
- *N* sizes: Ohio, 10; Virginia, 30

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February 2016

Colorado Accountability Profile 2015–16 School Year

Colorado uses a composite index emphasizing student growth to determine school designations, which denote various levels of improvement planning. These designations, as well as ratings for each individual performance measure, are included in all public schools' report cards. Performance against proficiency annual measurable objectives (AMOs) does not determine federal or state designations for low-performing schools, but performance against graduation rate AMOs is included in state accountability determinations. Colorado's latest report cards cover the 2013–14 school year.

How Do Multiple Measures Drive Accountability?

State Accountability Designations	Performance Measure	Accountability Determinations for Low-Performing Schools		AMOs (Annual Measurable Objectives)
		State	Federal	
Performance Plan (highest)	Achievement Status, All Students	✓	✓	✓
	Achievement Status, Subgroups		✓	✓
	Achievement Growth, All Students	✓	✓	
Improvement Plan	Achievement Growth, Subgroups	✓	✓	
	Participation Rate	✓	✓	✓
Priority Improvement Plan	Graduation Rate, All Students	✓	✓	✓
	Graduation Rate, Subgroups	✓	✓	✓
Turnaround Plan (lowest)	Dropout Rate	✓	✓	
	Attendance Rate			
	College and Career Readiness	✓	✓	

Subjects Used in Accountability Determinations			Student Subgroups	
Subject	Achievement Growth	Achievement Status	Subgroups for Accountability Designations	Subgroups for AMOs[a]
Reading	✓	✓	■ Students eligible for free or reduced-price lunch ■ Racial minority students (all non-White students) ■ Students with disabilities ■ English language learners ■ Students needing to "catch up" (below proficient previous year)	■ American-Indian/Alaskan-Native ■ Asian ■ Black ■ English language learner ■ Eligible for free or reduced-price lunch ■ Hispanic ■ Multiracial ■ Other (race) ■ Pacific Islander ■ Racial minority ■ Students with disabilities ■ White
Mathematics	✓	✓		
Writing	✓	✓		
Science		✓		

[a] Colorado also reports performance against AMOs for male, female, and migrant students.

Standards and Statewide Assessments

Subject	Standards	Assessments
Mathematics/ELA	Colorado Academic Standards (CAS) for reading, writing and communicating[a]	Colorado Measures of Academic Success (CMAS) for ELA (Grades 3–9)
	CAS for Mathematics	CMAS for mathematics (Grades 3-9)[b]
	CAS–Extended Evidence Outcomes (EEOs) for mathematics and reading, writing, and communicating for students with severe cognitive disabilities	Dynamic Learning Maps (DLM) alternate assessments in ELA and mathematics (Grades 3–9)
	COMMON CORE STATE STANDARDS INITIATIVE	PARCC
Science	CAS for Science	CMAS in science (Grades 5, 8, and 11)
	CAS-EEO for Science	Colorado Alternate Assessment (CoAlt) in science (Grades 5, 8, and 11)
Social studies	CAS for Social Studies	CMAS in Social Studies (Grades 4 and 7)[c]
	CAS-EEO for Social Studies	CoAlt in Social Studies for (Grades 4 and 7)
English-language proficiency	WIDA ASSETS Consortium English Language Development Standards	WIDA ACCESS for ELLs 2.0 (Grades 1–12) and Kindergarten ACCESS for ELLs
	WIDA	

Note. ACCESS = Assessing Comprehension and Communication in English State-to-State; ASSETS = Assessment Services Supporting ELs through Technology Systems; ELA = English language arts; ELL = English language learner; WIDA = World-class Assessment and Design.

[a] Colorado is a member of the Common Core State Standards (CCSS) Initiative and the Colorado Academic Standards for mathematics and reading, writing, and communicating incorporate the CCSS.

[b] Colorado is a member of the Partnership for Assessment of Readiness for College and Careers (PARCC), and its CMAS assessments for mathematics and ELA were developed collaboratively with PARCC.

[c] For the 2015–16 school year, Colorado will administer the CMAS in Social Studies to a sample of one third of all public schools that include Grades 4 or 7.

State Accountability for Schools

Colorado uses a composite index, the School Performance Framework, to generate school designations for inclusion in all public schools' report cards. Individual performance measures are computed as described in the "State Performance Measure Calculations" section. These individual performance measures are then weighted as shown in this table, and the resulting scores are summed and transformed into an A–F grade according to the performance bands described in the "School Designation Determinations" section. Performance measures' numerical scores, not overall ratings, determine the school designations.

		Elementary and Middle Schools	High Schools	School Designation
Performance Measure	**Subject**	**Composite Index Weighting**		
Academic achievement	Mathematics	6.25%	3.75%	**Performance Plan** **Improvement Plan** **Priority Improvement Plan** **Turnaround Plan**
	Reading	6.25%	3.75%	
	Writing	6.25%	3.75%	
	Science	6.25%	3.75%	
Academic growth	Mathematics	14.3%	10%	
	Reading	14.3%	10%	
	Writing	14.3%	10%	
	English language proficiency	7.15%	5%	
Academic growth gap	Mathematics	8.33%	5%[a]	
	Reading	8.33%	5%[a]	
	Writing	8.33%	5%[a]	
Graduation rate		–	8.75%	
Disaggregated graduation rate		–	8.75%[b]	
Dropout rate		–	8.75%	
ACT performance[c]		–	8.75%	
Total		**100%**	**100%**	
Participation rate	The school's overall designation is adjusted down by one performance level if the participation rate of all students is less than 95% for at least two of the following assessments: statewide assessments in reading, math, writing, science, and social studies and the ACT.			

[a] Each of the subject-specific Academic Growth Gap measures are further subdivided into subgroup growth gap measures weighted at 1 percent each for students eligible for free or reduced-price lunch, minority students (in aggregate), students with disabilities, English learners, and students needing to "catch up" (see "State Accountability Calculations").

[b] The disaggregated graduation rate measure is further subdivided into subgroup graduation rate measures weighted at 2.19 percent each for students eligible for free or reduced-price lunch, minority students (aggregate), students with disabilities, and English learners (see "State Accountability Calculations").

[c] Colorado decided to replace the ACT with the SAT on December 23, 2015. Related updates to the accountability framework are pending.

State Accountability Calculations

For each performance measure calculated as described below, a comparison against a state-set target determines a performance measure rating of "Does Not Meet," "Approaching," "Meets," or "Exceeds" and a corresponding numerical score of 1, 2, 3 or 4, respectively. This rating is transformed into a percentage point score by dividing the numerical score by the total number of possible points. For example, a mathematics achievement score that "meets" a state target receives a numerical score of 3, which is transformed into 75 percentage points (i.e., 3 divided by 4 possible points). The 75 percentage point score is then weighted according to the table in the "State Accountability for Schools" section. The targets and/or criteria to receive a "meets" rating are de scribed below for each performance measure (see the attached sample report card, page four "Scoring Guide" for cut scores for all other performance levels).

Academic achievement. Percentage of all students who score at the proficient or advanced level (e.g., "Met Expectations" or "Exceeded Expectations" for PARCC exams) on the statewide assessments. A school must attain the minimum proficiency levels indicated below to "meet" the respective subject targets (i.e., score 3 out of 4 possible performance points) (n = 16).

Minimum Proficiency to "Meet" Performance Measure Target (3 of 4 points)			
Subject	**Elementary Schools**	**Middle Schools**	**High Schools**
Reading	71.6%	71.4%	73.3%
Mathematics	70.9%	52.5%	33.5%
Writing	53.5%	57.8%	50.0%
Science	47.5%	48.0%	50.0%

Academic growth. Percentile ranking of the median student growth from year to year on the statewide assessment, referenced against all students statewide with similar historical results (i.e., median growth percentile). The minimum value a school must attain to "meet" the state target is contingent, according to the following table, on whether the median growth percentile (MGP) is at least equal to the adequate growth percentile (AGP) (i.e., the percentile growth ranking that the average student with similar results statewide has historically needed to remain on-track to scoring at a proficient level within three years or by Grade 10, whichever comes first). The AGP varies by subject and grade level. For more information on Colorado's Growth Model, see https://www.cde.state.co.us/accountability/coloradogrowthmodel (*n* = 20).

Statewide Assessment	MGP ≥ AGP?	Minimum MGP to "Meet" Performance Measure Target (3 of 4 points)
Reading, mathematics, writing or English-language proficiency	MGP ≥ AGP	45%
	MGP < AGP	55%

Academic growth gaps. Year-to-year growth on statewide assessment performance, as described for the "Academic Growth" measure, for each of the following subgroups: minority students (all non-White students), students eligible for free or reduced-price lunch, students with disabilities, English language learners, and students needing to "catch up" (i.e., scored below a proficient performance level on the previous year's statewide assessment). Each subgroup-subject score is weighted at 1 percent of the overall school score. Subgroups must attain growth scores as described above for the "Academic Growth" measure to "meet" respective subgroup-subject targets (*n* = 20). For example, if the mathematics MGP for minority students is less than the AGP for minority students, then the MGP must be at least 55 percent to "meet" the mathematics academic growth gaps score for minority students (see also attached sample report card, p. 4).

Graduation rate. The highest of the four-year, five-year, six-year, or seven-year adjusted cohort graduation rate. The four-year adjusted cohort rate is the percentage of eligible students who graduate in four years with a regular high school diploma. Eligible students are those who form the adjusted cohort for the graduating class per federal statute 34 CFR § 200.19 (https://www.gpo.gov/fdsys/pkg/CFR-2009-title34-vol1/pdf/CFR-2009-title34-vol1-sec200-19.pdf). The minimum graduation rate required to "meet" the state target is 80 percent (*n* = 16).

Disaggregated graduation rate. The graduation rate, as described for the "Graduation Rate" measure, for each of the following subgroups: minority students (all non-White students), students eligible for free or reduced-price lunch, students with disabilities, and English learners). Each subgroup graduation rate is weighted at 2.19 percent of the overall school score. The minimum graduation rate required to "meet" the state target varies by subgroup, between 62.5 percent and 87.5 percent.

Dropout rate. Percentage of students who were enrolled in Grades 9–12 at the beginning of the school year who leave school for any reason, except death, before completion of a high school diploma or its equivalent and who do not transfer to another public or private school or enroll in an approved home study program (see https://www.cde.state.co.us/cdereval/rvdefine). A school's dropout rate must be no greater than the state average to "meet" the state target.

ACT score. Average composite ACT assessment score across valid schoolwide scores. A school must attain the state average ACT performance composite score to meet the state target.

[1] Academic growth in English language proficiency is the only measure that is assigned a score value of 0.5, 1, 1.5, or 2 instead of 1, 2, 3, or 4.

[2] For the English language proficiency measure, the timeline to the target proficiency level varies between one and two years depending on the student's starting proficiency level.

Minimum Benchmark Scores to "Meet" State Targets for Graduation Rate, Dropout Rate, and ACT Score Measures

Performance Measure	Minimum Benchmark Scores to "Meet" Performance Measure Target (3 of 4 points)
Graduation rate, all students	80%
Graduation rate, subgroups	62.5% for each subgroup
Dropout rate	State average
ACT composite score	State average

English Learner Inclusion in English Language Arts Performance Calculations

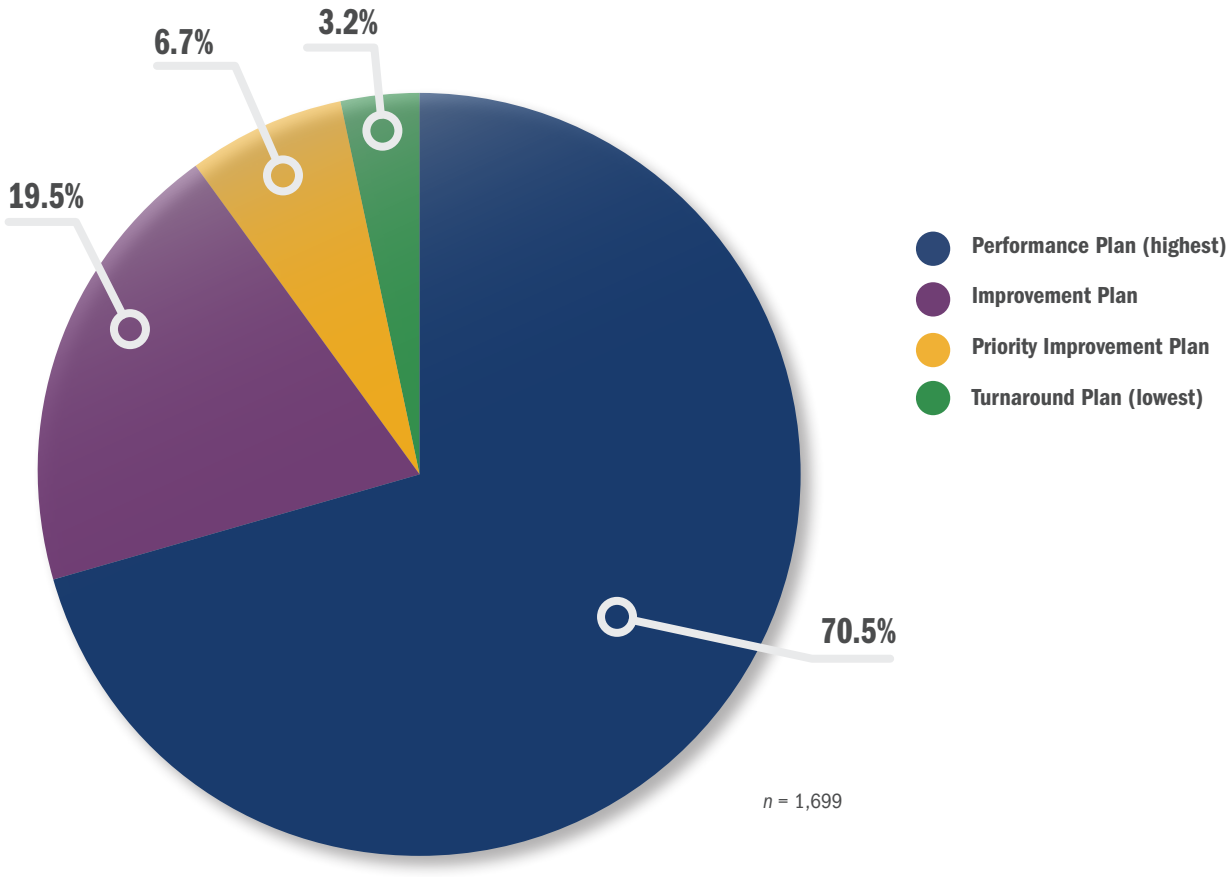
- English language learner (ELL) students within their first 12 months of enrollment in U.S. schools will be assessed on the ACCESS assessment and may have a one-time exemption from the ELA statewide assessments.
- If the ELA assessment is administered to ELL students in their first year of enrollment:
  - The results are included in participation rates and may be excluded from all other year-one accountability calculations.
  - In the second year of ELL enrollment, ELA assessment results are included in the academic growth accountability calculations.
  - In the third year of enrollment, ELA assessment results are included in the academic achievement accountability calculations.
- If the ELA assessment is administered to ELL students for the first time in their second year of enrollment:
  - Participation in the World-class Assessment and Design assessment will count toward ELA participation rates in the first year of enrollment.
  - In the second year of enrollment, ELA assessment results are included in academic achievement accountability calculations.
  - In the third year of enrollment, ELA assessment results are included in academic growth accountability calculations.
- English language proficiency assessment (i.e., ACCESS) results are weighted at 5 percent of a high school's overall School Performance Framework (SPF) score and 7.15 percent of elementary or middle school's SPF.

School Designation Determinations

Colorado calculates overall school scores based on one school year of data as well as the three most previous years of data. The calculation used to determine the school designation is that which has more indicators available for use (e.g., *n* sizes met), or if equal in number, the method that yields the highest score.

	School Designation	Performance Plan (highest)	Improvement Plan	Priority Improvement Plan	Turnaround Plan (lowest)
Overall School Score Range	Elementary and Middle Schools	59%–100%	47%–58%	37%–46%	≤36%
	High Schools	60%–100%	47%–59%	33%–47%	≤32%

State School Designations, 2013–14



Annual Measurable Objectives (AMOs)

Annual measurable objectives (AMOs) are long-term and annual performance goals set by states for all public schools against which performance is measured and publicly reported. States are federally required to set AMOs for math and English language arts proficiency on statewide assessments, participation rate on statewide assessments, and the four-year adjusted cohort graduation rate (or other academic indicator for elementary and middle schools) for all disaggregated subgroups. Some states use additional AMOs.

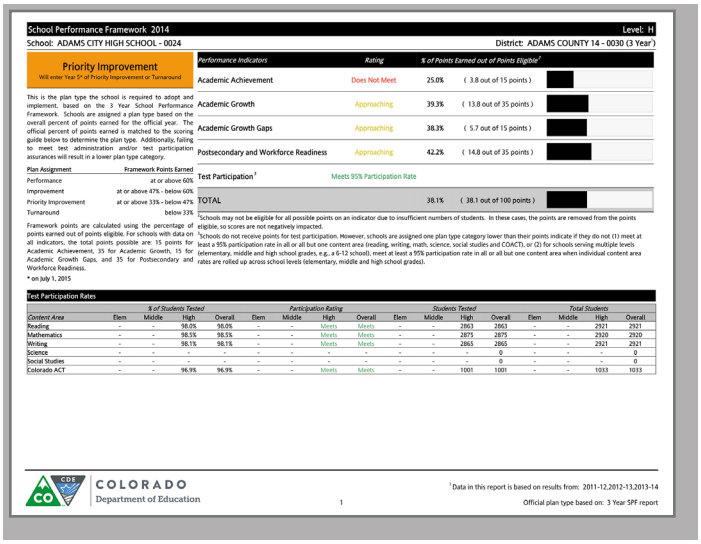
In Colorado, performance against proficiency AMOs drives federal designations (Reward schools) and performance against graduation rate AMOs drives state accountability designations (the annual graduation rate AMO of 80 percent aligns with the "Met" performance level cut score under the state composite index). A minimum of 16 students is required for the calculation of each AMO described below.

Metric	Goal
Proficiency (ELA, mathematics, and science)	For the "all students" group, by the 2015–16 school year, attain the proficiency level of the school at the 90th percentile, using 2009–10 baseline data. Disaggregated subgroups use the same calculated goal. Annual goal for 2011–12, for "all students" group and disaggregated subgroups, was set at the proficiency level of the school at the 50th percentile in the baseline year and subsequent annual goals escalate in equal steps to the long-term goal.
Graduation rate (highest of the four-, five-, six-, or seven-year adjusted cohort graduation rate)	80% annual goal for the "all students" group and disaggregated subgroups.
Percentage of students scoring at the "advanced" performance level on statewide assessments (ELA, mathematics, science)[a]	1.5% annual goal for the "all students" group and disaggregated subgroups.
Participation rate	95% annual goal for the "all students" group and disaggregated subgroups.

[a] Percentage of students scoring at the "advanced" performance level is the other academic indicator for federal reporting purposes.

Other Report Card Data

Colorado reports no additional data in school report cards.


School Performance Framework 2014 — Level: H

School: ADAMS CITY HIGH SCHOOL - 0024 — District: ADAMS COUNTY 14 - 0030 (3 Year)

Priority Improvement
Will enter Year 5* of Priority Improvement or Turnaround

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Plan Assignment	Framework Points Earned
Performance	at or above 60%
Improvement	at or above 47% - below 60%
Priority Improvement	at or above 33% - below 47%
Turnaround	below 33%

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

* on July 1, 2015

Performance Indicators	Rating	% of Points Earned out of Points Eligible[2]	
Academic Achievement	Does Not Meet	25.0%	(3.8 out of 15 points)
Academic Growth	Approaching	39.3%	(13.8 out of 35 points)
Academic Growth Gaps	Approaching	38.3%	(5.7 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	42.2%	(14.8 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		38.1%	(38.1 out of 100 points)

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

	% of Students Tested				Participation Rating				Students Tested				Total Students			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	-	98.0%	98.0%	-	-	Meets	Meets	-	-	2863	2863	-	-	2921	2921
Mathematics	-	-	98.5%	98.5%	-	-	Meets	Meets	-	-	2875	2875	-	-	2920	2920
Writing	-	-	98.1%	98.1%	-	-	Meets	Meets	-	-	2865	2865	-	-	2921	2921
Science	-	-	-	-	-	-	-	-	-	-	0	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	0	0	-	-	-	0
Colorado ACT	-	-	96.9%	96.9%	-	-	Meets	Meets	-	-	1001	1001	-	-	1033	1033

COLORADO
Department of Education

[1]Data in this report is based on results from: 2011-12,2012-13,2013-14

Official plan type based on: 3 Year SPF report

1

Federal Accountability Categories

States receiving flexibility from particular requirements of the Elementary and Secondary Education Act (ESEA flexibility) are required to identify the lowest-performing Title I schools based on all students' achievement as Priority schools, the lowest-performing Title I schools based on subgroup performance as Focus schools, and the highest-performing or highest-progressing Title I schools as Reward schools. Colorado considers Title I schools only in its determinations of Priority, Focus, and Reward schools.

School Category	Identification Criteria
Priority	Title I schools that receive a "priority improvement plan" or "turnaround plan" state designation and meet either of the following criteria (up to 5% of Title I schools): ■ Participation in the School Improvement Grant (SIG) program and use of SIG funds to implement a school intervention model ■ Graduation rate less than 60%
Focus	Schools that retain Title I status for two consecutive years, receive a "priority improvement plan" or "turnaround plan" state designation, and meet either of the following criteria (up to 10% of Title I schools): ■ Graduation rate for "all students" group or any other subgroup less than 60%, averaged over three years[a] ■ Among the schools with the lowest-performing subgroups, as ranked by subgroup proficiency averaged across the three previous school years
Reward ("highest performing")	Title I schools that meet all of the following criteria: ■ School designation of "Performance Plan" ■ Academic achievement measure rated "Exceeds" ■ Proficiency AMOs met by all disaggregated subgroups with no significant proficiency gaps between subgroups ■ Graduation rate performance measure rated "Exceeds" (HS) ■ Graduation rate AMOs met by all disaggregated subgroups with no significant graduation gaps between subgroups (HS)
Reward ("high progress")	Title I schools that meet all of the following criteria: ■ School designation of "Performance Plan" ■ Progress on the academic achievement measure over three years, from an "approaching" or lower rating to at least "meets" for the current year ■ Proficiency AMOs met by all disaggregated subgroups ■ Proficiency gaps with statewide average are closing for all applicable disaggregated subgroups ■ Progress on the graduation rate performance measure rating over three years, from either "does not meet" to at least "meets" or from "approaching" to "exceeds" for the current year (HS) ■ Graduation gaps with statewide average are closing for all applicable disaggregated subgroups (HS)
Other Title I schools (ESEA flexibility request, U.S. Department of Education, 2015, Section 2.F.)	Non-Priority and non-Focus schools that have received Title I funds for three consecutive years, and across those three years are among the lowest-performing Title I schools as ranked by the following criteria, receive targeted supports that are specifically designed to address the needs of historically underserved students: ■ Number of proficiency and/or graduation rate AMOs that are not met ■ Percentage of proficiency and/or graduation rate AMOs that are not met ■ Mathematical differences between AMOs and actual proficiency rates and graduation rates, combined

Note. AMO = annual measurable objective; HS = high school.

[a] The following subgroups are used for Focus school accountability determinations: students eligible for free or reduced-price lunch, racial minority students (all non-White students), students with disabilities, and English language learners.

References and Resources

Data for this profile were obtained from the following websites:

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Education Commission of the States. (2015). *State summative assessments: 2015–16 school year.* Retrieved from http://www.ecs.org/state-summative-assessments-2015-16-school-year/

U.S. Department of Education. (2013). *Colorado ESEA Flexibility Request accountability addendum.* Retrieved from http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/coflexrenewal11192015.pdf

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Appendix A: Sample Colorado School Report Card

2013–14 Assessment Results

School Performance Framework 2014 — Level: H

School: ADAMS CITY HIGH SCHOOL - 0024 — **District: ADAMS COUNTY 14 - 0030 (3 Year[1])**

Priority Improvement
Will enter Year 5* of Priority Improvement or Turnaround

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Plan Assignment	Framework Points Earned
Performance	at or above 60%
Improvement	at or above 47% - below 60%
Priority Improvement	at or above 33% - below 47%
Turnaround	below 33%

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

*** on July 1, 2015**

Performance Indicators	*Rating*	*% of Points Earned out of Points Eligible[2]*	
Academic Achievement	Does Not Meet	25.0%	(3.8 out of 15 points)
Academic Growth	Approaching	39.3%	(13.8 out of 35 points)
Academic Growth Gaps	Approaching	38.3%	(5.7 out of 15 points)
Postsecondary and Workforce Readiness	Approaching	42.2%	(14.8 out of 35 points)
Test Participation[3]	Meets 95% Participation Rate		
TOTAL		38.1%	(38.1 out of 100 points)

[2]Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

[3]Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

	% of Students Tested				*Participation Rating*				*Students Tested*				*Total Students*			
Content Area	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	-	98.0%	98.0%	-	-	Meets	Meets	-	-	2863	2863	-	-	2921	2921
Mathematics	-	-	98.5%	98.5%	-	-	Meets	Meets	-	-	2875	2875	-	-	2920	2920
Writing	-	-	98.1%	98.1%	-	-	Meets	Meets	-	-	2865	2865	-	-	2921	2921
Science	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Social Studies	-	-	-	-	-	-	-	-	-	-	-	0	-	-	-	0
Colorado ACT	-	-	96.9%	96.9%	-	-	Meets	Meets	-	-	1001	1001	-	-	1033	1033

Performance Indicators

School: ADAMS CITY HIGH SCHOOL - 0024 | District: ADAMS COUNTY 14 - 003

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile
Reading	1	4		Does Not Meet	2683	41.37	7
Mathematics	1	4		Does Not Meet	2694	12.51	13
Writing	1	4		Does Not Meet	2685	25.44	10
Science	0	0		-	-	-	-
Total	**3**	**12**	**25%**	**Does Not Meet**			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Gr
Reading	2	4		Approaching	2574	41	56	
Mathematics	1	4		Does Not Meet	2597	32	99	
Writing	2	4		Approaching	2579	42	86	
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	242	31	40	
Total	**5.5**	**14**	**39.3%**	**Approaching**				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Gr
Reading	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	2097	40	57	
Minority Students	2	4		Approaching	2261	41	57	
Students with Disabilities	1	4		Does Not Meet	289	37	99	
English Learners	2	4		Approaching	1591	42	60	
Students needing to catch up	2	4		Approaching	1488	40	85	
Mathematics	**5**	**20**	**25%**	**Does Not Meet**				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	2110	33	99	
Minority Students	1	4		Does Not Meet	2279	32	99	
Students with Disabilities	1	4		Does Not Meet	287	29	99	
English Learners	1	4		Does Not Meet	1604	32	99	
Students needing to catch up	1	4		Does Not Meet	1947	33	99	
Writing	**9**	**20**	**45%**	**Approaching**				
Free/Reduced Lunch Eligible	2	4		Approaching	2099	42	87	
Minority Students	2	4		Approaching	2261	41	87	
Students with Disabilities	1	4		Does Not Meet	288	37	99	
English Learners	2	4		Approaching	1592	42	88	
Students needing to catch up	2	4		Approaching	1805	41	96	
Total	**23**	**60**	**38.3%**	**Approaching**				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Exp
Graduation Rate: 4yr/5yr/6yr/***7yr***	**2**	**4**		Approaching	1542/1144/747/***374***	67.8/74.2/76.6/***77***%	
Disaggregated Graduation Rate	**1.75**	**4**	**43.8%**	Approaching			
Free/Reduced Lunch Eligible	0.5	1		Approaching	1347/995/650/***319***	69.1/75.2/76.9/***77.4***%	
Minority Students	0.5	1		Approaching	1324/966/***624***/312	67.1/73.7/***76.3***/76.3%	
Students with Disabilities	0.25	1		Does Not Meet	159/118/71/***29***	50.3/55.1/57.7/***58.6***%	
English Learners	0.5	1		Approaching	512/409/290/***148***	57.6/66.5/73.1/***73.6***%	
Dropout Rate	**2**	**4**		Approaching	6758	4%	
Colorado ACT Composite Score	**1**	**4**		Does Not Meet	1001	15.9	
Total	**6.75**	**16**	**42.2%**	**Approaching**			

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for re

Graduation Rates — Level: High

Graduation and Disaggregated Graduation Rates

The School Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the school and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This School's Graduation Rate and Disaggregated Graduation Rate:

Overall Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64.7	72.1	76.4	*77*
	2011	68	74.3	76.7	
	2012	70.6	76.3		
	2013	67.8			

Overall Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	64.7	72.1	76.4	77
	2011	68	74.3	76.7	
	2012	70.6	76.3		
	2013	67.8			
	Aggregated	67.8	74.2	76.6	*77*

Free/Reduced Lunch Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67.1	73.3	76.7	*77.4*
	2011	68.8	74.9	77.1	
	2012	71.1	77.1		
	2013	69.1			

Free/Reduced Lunch Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	67.1	73.3	76.7	77.4
	2011	68.8	74.9	77.1	
	2012	71.1	77.1		
	2013	69.1			
	Aggregated	69.1	75.2	76.9	*77.4*

Minority Student Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	62.4	70.9	75.6	76.3
	2011	67.6	74.3	*77*	
	2012	70	75.9		
	2013	68.6			

Minority Student Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	62.4	70.9	75.6	76.3
	2011	67.6	74.3	77	
	2012	70	75.9		
	2013	68.6			
	Aggregated	67.1	73.7	*76.3*	76.3

Students with Disabilities Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	53.8	51.9	58.6	58.6
	2011	39	48.8	57.1	
	2012	59.2	*62.5*		
	2013	48.8			

Students with Disabilities Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	53.8	51.9	58.6	58.6
	2011	39	48.8	57.1	
	2012	59.2	62.5		
	2013	48.8			
	Aggregated	50.3	55.1	57.7	*58.6*

English Learners Graduation Rate (1-year)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.9	63.7	72.1	73.6
	2011	64.6	69.6	*74.1*	
	2012	57.8	65.9		
	2013	51.7			

English Learners Graduation Rate (3-year aggregate)

		4-year	5-year	6-year	7-year
Anticipated Year of Graduation	2010	55.9	63.7	72.1	73.6
	2011	64.6	69.6	74.1	
	2012	57.8	65.9		
	2013	51.7			
	Aggregated	57.6	66.5	73.1	*73.6*

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year SPF, schools earn points based on the highest value among the following: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Scoring Guide — Level: H

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	*Scoring Guide*		*Rating*	*Point Value*		*Total Possible Points per EMH Level*	*Framework Points*
Academic Achievement	*The school's percentage of students scoring proficient or advanced was:*			TCAP		16 (4 for each content area)	15
	• at or above the 90th percentile of all schools (using 2009-10 baseline).		Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).		Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).		Approaching	2			
	• below the 15th percentile of all schools (using 2009-10 baseline).		Does Not Meet	1			
Academic Growth	*Made AGP*	*Did Not Make AGP*		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	35
	• at or above 60.	• at or above 70.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2	1		
	• below 30.	• below 40.	Does Not Meet	1	0.5		
Academic Growth Gaps	*Made AGP*	*Did Not Make AGP*		TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	15
	• at or above 60.	• at or above 70.	Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.	Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.	Approaching	2			
	• below 30.	• below 40.	Does Not Meet	1			
Postsecondary and Workforce Readiness	*Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was:*			Overall	Disaggr.	16 (4 for each sub-indicator)	35
	• at or above 90%.		Exceeds	4	1		
	• at or above 80% but below 90%.		Meets	3	0.75		
	• at or above 65% but below 80%.		Approaching	2	0.5		
	• below 65%.		Does Not Meet	1	0.25		
	Dropout Rate: The school's dropout rate was:						
	• at or below 1%.		Exceeds	4			
	• at or below the state average but above 1% (using 2009-10 baseline).		Meets	3			
	• at or below 10% but above the state average (using 2009-10 baseline).		Approaching	2			
	• above 10%.		Does Not Meet	1			
	Colorado ACT Composite Score: The school's average Colorado ACT composite score was:						
	• at or above 22.		Exceeds	4			
	• at or above the state average but below 22 (using 2009-10 baseline).		Meets	3			
	• at or above 17 but below the state average (using 2009-10 baseline).		Approaching	2			
	• below 17.		Does Not Meet	1			

Cut-Points for Each Performance Indicator

	Cut Point: The school earned ... of the points eligible on this Indicator.	
Achievement; Growth; Growth Gaps; Postsecondary Readiness	• at or above 87.5%	Exceeds
	• at or above 62.5% - below 87.5%	Meets
	• at or above 37.5% - below 62.5%	Approaching
	• below 37.5%	Does Not Meet

Cut-Points for Plan Type Assignment

	Cut Point: The school earned ... of the total framework points eligible.	
Total Framework Points	• at or above 60%	Performance
	• at or above 47% - below 60%	Improvement
	• at or above 33% - below 47%	Priority Improvement
	• below 33%	Turnaround

School Plan Type Assignments

	Plan description
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

Reference

1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type category for the school: the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from TCAP and CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.96	30.95	19.67	23.85	27.50
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93
50th percentile	72.05	71.35	72.21	70.11	51.63	30.53	54.84	58.34	49.57	45.36	48.72	50.00
90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	71.00	72.65	71.26	71.45

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. Students classified as English learners are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

	N of Students	Mean Rate
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1

TEXAS COMPREHENSIVE CENTER

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5039c_02/16

February 2016

Florida Accountability Profile 2015–16 School Year

Florida uses a school-level composite index to make state accountability determinations for all public schools. Its index and assessments used for accountability underwent significant changes for the 2014–15 school year; therefore, consequences under the new system will be introduced beginning with results from the 2015–16 school year. State designations are the primary criteria driving federal accountability designations for Title I schools. At the time of publication, Florida has released school grades for the 2014–15 school year but not individual school report cards.

How Do Multiple Measures Drive Accountability?

State Accountability Designations	Performance Measure	Accountability Determinations for Low-Performing Schools		AMOs (Annual Measurable Objectives)
		State	Federal	
	Achievement Status, All Students	✓	✓	✓
	Achievement Status, Subgroups			✓
A	Achievement Growth, All Students	✓	✓	
B	Achievement Growth, Subgroups	✓	✓	
C	Participation Rate	✓		✓
D	Graduation Rate, All Students	✓	✓	✓
F	Graduation Rate, Subgroups			✓
	Dropout Rate			
	Attendance Rate			
	College and Career Readiness	✓	✓	

Subjects Used in Accountability Determinations			Student Subgroups	
Subject	Achievement Growth	Achievement Status	Subgroups for Accountability Designations	Subgroups for AMOs
English language arts	✓	✓	A combined subgroup of students consisting of the lowest 25% of performers on the previous year's statewide exams is used for accountability designations (disaggregated subgroups are not used to drive state or federal school designations).	▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ White ▪ Economically disadvantaged ▪ English language learners ▪ Students with disabilities
Mathematics	✓	✓		
Science		✓		
Social studies		✓		

Standards and Statewide Assessments

Subject	Standards	Assessments
Mathematics/ELA	Mathematics Florida Standards Language Arts Florida Standards[a]	Florida Standards Assessment (FSA) in mathematics (Grades 3–8) and Algebra I, Geometry, and Algebra II (EOC) FSA in ELA: Reading component (Grades 3–10) and Writing component (Grades 4–10)
	Access Points for Mathematics and Language Arts Standards for students with severe cognitive disabilities	Florida Standards Alternate Assessment (FSAA)[b] for mathematics and ELA (Grades 3–10) ncsc National Center and State Collaborative
Science	Science Next Generation Sunshine State Standards (NGSSS)	Statewide Science Assessment (Grades 5 and 8) and Biology I (EOC)
	Access Points for Science NGSSS	FSAA for science (Grades 5, 8, and 11)
Social studies	Social Studies Next Generation Sunshine State Standards	NGSSS for Civics and U.S. History (EOC)
	Access Points for Social Studies NGSSS	
English-language proficiency	World-class Assessment and Design (WIDA) ASSETS Consortium English Language Development Standards	2014–15: Comprehensive English Language Assessment 2015–16 and forward: WIDA ACCESS for ELLs 2.0 (Grades 1–12) and Kindergarten ACCESS for ELLs
		Alternate ACCESS for ELLs (Grades 1–12) WIDA

Note. ACCESS = Assessing Comprehension and Communication in English State-to-State; ELA = English language arts; ELL = English language learner; EOC = end of course exam; FSA = Florida Standards Assessments; FSAA = Florida Standards Alternate Assessment.

[a] Florida is a former member of the Common Core State Standards Initiative and the Partnership for Readiness of Assessment for College and Careers.

[b] Florida is a member of the National Center and State Collaborative (NCSC) but did not participate in the 2015 field test of its proprietary assessment.

State Accountability for Schools

Florida uses a composite index to generate school designations in all public schools' report cards. Each performance measure receives a preliminary score between 1 and 100 percentage points based on the "state accountability calculations," shown below, which are then multiplied by the weightings indicated in this table. These weighted performance measure scores are summed and transformed into an A–F grade according to the performance bands described in the "School Designation Determinations" section.

		Elementary Schools	Middle Schools	High Schools	School Designation
Performance Measure	**Subject**	**Composite Index Weighting**			
Achievement	Math	14.3%	11.1%	10%	A B C D F
	ELA	14.3%	11.1%	10%	
	Science	14.3%	11.1%	10%	
	Social studies	–	11.1%	10%	
Learning gains[a]	Math	14.3%	11.1%	10%	
	ELA	14.3%	11.1%	10%	
Learning gains of lowest performing 25% of students[a]	Math	14.3%	11.1%	10%	
	ELA	14.3%	11.1%	10%	
Graduation rate		–	–	10%	
Acceleration success		–	11.1%	10%	
Total		**100%**	**100%**	**100%**	
Participation rate	Schools receive a preliminary Incomplete ("I") designation (instead of A–F) if overall participation rate is below 95%. "I" results in an investigation and report to the Commissioner of Education, and the "Incomplete" grade is not erased until the investigation is completed. Upon determination that the data accurately represent the progress of the school, a letter grade is assigned.				**I =** Incomplete

Note. ELA = English language arts.

[a] Data are not calculated for the 2014–15 school year per first year of FSA administration; it will be introduced with 2015–16 report cards.

State Accountability Calculations

Florida requires a minimum of 10 students for the calculation of each of the following performance measures (n = 10).

Achievement: Percentage of students who score at achievement level 3 (out of 5) or higher on the statewide assessment (i.e., "satisfactory" level of achievement).

Learning gains: Percentage of students who scored at achievement level 1 or 2 in the previous year and advance from one sublevel to a higher sublevel within the overall level; scored at achievement level 3 or 4 in the previous year and increase scale score by any amount; or scored at achievement level 5 in previous year and maintain achievement level 5. Sublevels are delineated by dividing the scale of achievement level 1 into three equal parts and the scale of achievement level 2 into two equal parts.

Learning gains of lowest 25 percent: Percentage of students who scored among lowest 25 percent of school's students on statewide assessment in previous year and demonstrate learning gains as described above.

Graduation rate: Percentage of eligible students who graduate in four years with a regular high school diploma. Eligible students are those who form the adjusted cohort for the graduating class per federal statute 34 CFR § 200.19.

Middle school acceleration success: Percentage of eligible middle school students who pass one or more high school level end-of-course (EOC) exams or attain industry certification. Eligible students are full-year enrolled Grade 8 students who passed the Florida Standards Assessment in mathematics or English language arts in the prior year and full-year-enrolled students in Grades 6–8 who took high school level EOC exams or industry certifications. Students are included in the calculation no more than once.

High school acceleration success: Percentage of graduates who attained results on Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) exams that qualified them for college credit; earned a "C" or better in a dual enrollment course; or earned a Career and Professional Education Act (CAPE) industry certification.

English Learner Inclusion in English Language Arts Performance Calculations

- English language learner (ELL) students within their first 12 months of enrollment will be assessed on the ACCESS assessment and may be exempt from the FSA reading assessment. ELL students who take the FSA reading in their first year are included in the participation rate but may be excluded from accountability calculations.
- All ELL students must take the FSA Reading in their second year of enrollment and are included in learning gains accountability in that year. The prior year score will be the FSA reading score, if applicable, or an FSA-linked score based on ACCESS results. English language proficiency results are not otherwise used in the state accountability system.
- ELL students' FSA results will be included in achievement accountability in their third year of enrollment.

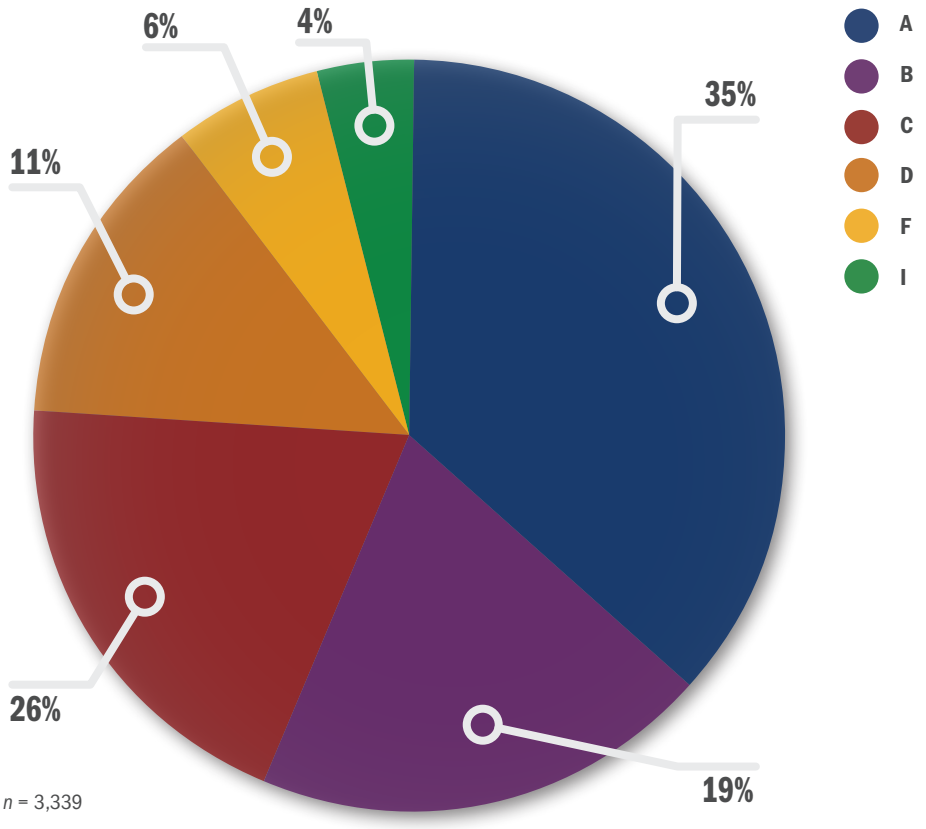
School Designation Determinations

School Designation	A	B	C	D	F	I Incomplete (preliminary)
Overall School Score Range	≥62%	54%–61%	41%–53%	32%–40%	≤31%	Test participation <95%

Additional "special designation" is awarded to highest achieving "A" schools is based on:

- Achievement gaps status
- Progress closing achievement gaps
- Graduation rate gaps status
- Progress closing graduation rate gaps

State School Designations, 2014–15



n = 3,339

Annual Measurable Objectives (AMOs)

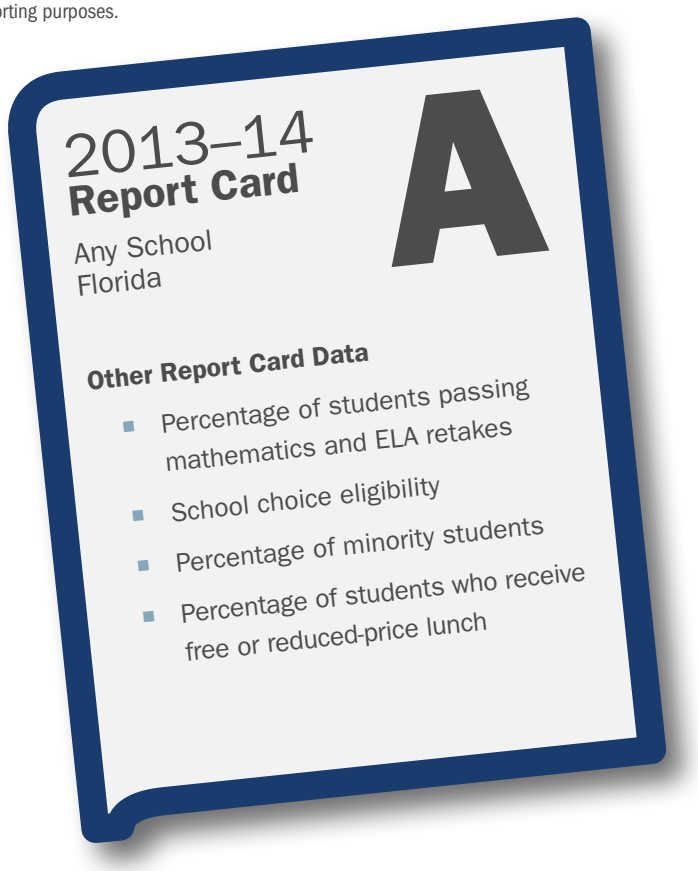
Annual measurable objectives (AMOs) are long-term and annual performance goals set by states for all public schools against which performance is measured and publicly reported. States are federally required to set AMOs for math and English language arts proficiency on statewide assessments, participation rate on statewide assessments, and the four-year adjusted cohort graduation rate (or other academic indicator for elementary and middle schools) for all disaggregated subgroups. Some states use additional AMOs. A minimum of 10 students is required for the calculation of each AMO described below.

In Florida, performance against AMOs is not used to drive either state accountability designations or federal accountability designations (i.e., Priority, Focus, or Reward schools).

Metric	Goal
Proficiency (ELA and mathematics)	For all students and disaggregated subgroups, reduce by half the percentage of nonproficient (scoring at achievement levels 1 or 2) students within six years (by 2020–21 school year), using 2014–15 baseline data. Annual goal in equal increments toward long-term goal. Schools scoring proficiency of 95% or greater are not required to demonstrate improvement over previous year in order to meet target.
Graduation rate (four-year adjusted cohort)	85% annual goal or 2% annual improvement.
Writing achievement (elementary and middle schools)[a]	90% annual goal or 1% annual improvement.
Participation rate	95% annual goal.

Note. ELA = English language arts

[a] Other academic indicator for federal reporting purposes.



Federal Accountability Categories

States receiving flexibility from particular requirements of the Elementary and Secondary Education Act (ESEA flexibility) are required to identify the lowest performing Title I schools based on all students' achievement as Priority schools, the lowest performing Title I schools based on subgroup performance as Focus schools, and the highest-performing or highest-progressing Title I schools as Reward schools. Florida considers all public schools (including non-Title I schools) in its determinations of Priority, Focus, and Reward school status.

School Category	Identification Criteria
 **Priority**	Schools graded "F" and School Improvement Grant schools.
 **Focus**	Schools graded "D" or attaining graduation rate below 60%.
 **Reward ("highest performing")**	Schools graded "A."
 **Reward ("high progress")**	Schools improving by one or more letter grade(s) over previous year.
 **Other Title I schools (per ESEA flexibility request; U.S. Department of Education, 2015, Section 2.F.)**	Title I schools that have a significant gap in achievement on statewide tests in one or more student subgroups, have not significantly decreased the percentage of nonproficient (achievement levels 1 or 2) students, or have significantly low graduation rates for a subgroup compared with state's graduation rate must include strategies for improving these particular results in School Improvement Plans.

References and Resources

Data for this profile were obtained from the following websites:

Center on Standards and Assessment Implementation. (2015). *State of the states*. Retrieved from http://www.csai-online.org/sos

Florida Department of Education. (2015a). *Accountability rules: 2015 Rule development*. Retrieved from http://www.fldoe.org/accountability/accountability-reporting/accountability-rules.stml

Florida Department of Education. (2015b). *Assessments*. Retrieved from http://www.fldoe.org/accountability/assessments

U.S. Department of Education. (2015). *Florida ESEA Flexibility Request*. Retrieved from http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/flrenewalreq2015.pdf

TEXAS COMPREHENSIVE CENTER

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5039a_02/16

February 2016

Ohio Accountability Profile 2015–16 School Year

Ohio assigns grades to individual performance measures for all public schools, which are reported on state report cards. It does not determine overall scores or grades for schools but plans to do so beginning with 2017–18 assessment results, per state law. Performance against annual measurable objectives (AMOs) is used to determine state and federal accountability ratings. Ohio's latest report cards cover the 2013–14 school year.

How Do Multiple Measures Drive Accountability?

State Accountability Designations	Performance Measure	Accountability Determinations for Low-Performing Schools		AMOs (Annual Measurable Objectives)
		State	Federal	
A–F grades are determined for individual performance measures (no overall school designations)	Achievement Status, All Students	✓	✓	✓
	Achievement Status, Subgroups	✓	✓	✓
	Achievement Growth, All Students	✓	✓	
	Achievement Growth, Subgroups	✓		
	Participation Rate	✓	✓	✓
	Graduation Rate, All Students	✓	✓	✓
	Graduation Rate, Subgroups	✓	✓	✓
	Dropout Rate			
	Attendance Rate			✓
	College and Career Readiness	✓		

Subjects Used in Accountability Determinations			Student Subgroups	
Subject	Achievement Growth	Achievement Status	Subgroups for Accountability Designations	Subgroups for AMOs
English language arts	✓	✓	The subgroup of students performing in the 20th percentile statewide, based on the average of current and previous year's statewide assessment results, is used for state performance measure ratings. Disaggregated subgroups are used for state performance measure ratings and federal school designations.	▪ American Indian/Alaskan Native ▪ Asian/Pacific Islander ▪ Black, non-Hispanic ▪ Hispanic ▪ Multiracial ▪ White, non-Hispanic ▪ Economically disadvantaged ▪ Students with disabilities ▪ Limited English proficient students
Mathematics	✓	✓		
Science	✓	✓		
Social studies	✓	✓		

Standards and Statewide Assessments

Subject	Standards	Assessments
Mathematics/ELA	Ohio's New Learning Standards (ONLS) for Mathematics ONLS for ELA Ohio Academic Content Standards—Extended (OACS-E) for students with severe cognitive disabilities COMMON CORE STATE STANDARDS INITIATIVE PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER	Ohio's State Tests (OST) in mathematics (Grades 3–8) and Algebra I and Geometry/Integrated Math (EOC)[a] OST in ELA (Grades 3–8) and ELA I and ELA II (EOC) Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) in ELA and mathematics (Grades 3–8, high school)
Science[b]	ONLS for Science OACS-E for Science	OST in science (Grades 5 and 8) and biology and physical science (EOC) AASCD in science (Grades 5 and 8)
Social Studies	ONLS for Social Studies OACS-E for Social Studies	OST in Social Studies (Grades 4 and 6) and U.S. Government and U.S. History (EOC) AASCD in Social Studies (Grades 4 and 6)
English-language proficiency	Ohio English Language Proficiency Standards	Ohio English Language Proficiency Assessment (OELPA) (Grades K–12)[b] ELPA21 English Language Proficiency Assessment for the 21st Century
Early learning	Ohio Early Learning and Development Standards	Ohio diagnostic assessments in reading (Grades K–3), writing (Grades 1 and 2), and mathematics (Grades 1 and 2)

Note. ELA = English language arts; EOC = end of course assessment.

[a] Ohio was a governing member of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium and administered PARCC assessments in 2014-15, but withdrew its membership in June 2015.

[b] OELPA was developed through an Enhanced Assessment Grant awarded to the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium, of which Ohio is a member.

State Accountability for Schools

Ohio assigns A–F grades to individual school performance measures but does not combine measures into a single overall school performance score or grade. Each performance measure receives a preliminary score expressed as either 1 to 100 percentage points or as a standardized distance from a mean score (–2 to 2 standard errors), as described in the "State Accountability Calculations" section. These performance measures are transformed into A–F grades according to the performance bands described in the "Performance Measure Rating Determinations" section and are reported in school report cards. Ohio plans to introduce overall school letter grades for the 2017–18 school year, per state law.

State Performance Measure	Subject Area	Elementary Schools, Middle Schools, and High Schools	Performance Measure Ratings
Performance Indicators Met	Mathematics, ELA, science, and social studies[a]	0 to 100%	A–F
Performance Index			A–F
Value-Added Progress	Mathematics, ELA, science, and social studies (elementary and middle schools) Mathematics and ELA (high schools)	-2 to +2 standard errors from mean	A–F
Value-Added Progress (gifted students)			A–F
Value-Added Progress (students with disabilities)			A–F
Value-Added Progress (lowest 20% of achievers)			A–F
Gap Closing AMO Measure	Mathematics and ELA	0 to 100%	A–F
K–3 Literacy (All Students)	Reading		A–F
Graduation Rate, within four years			A–F
Graduation Rate, within five years			A–F
Prepared for Success Indicator			A–F
Gifted Indicator[b]		–	Met/Not Met
Participation Rate	Untested students are included in the calculation of the Performance Index score by assigning them a point value of zero. The school's Gap Closing AMO rating is adjusted downward if the participation rate of any subgroup is less than 95%.		

[a] The results on statewide assessments are combined across subjects resulting in one overall measure rating for each of the seven achievement status and achievement growth performance measures.

[b] Despite not receiving a letter grade, the Gifted Indicator is highlighted on Ohio school report cards.

State Accountability Calculations

Ohio requires a minimum of 10 students for the calculation of each of the following performance measures (n = 10).

Performance Index. Average performance level of all students on statewide assessments, calculated by summing and averaging individual assessment results across all grades and subjects, according to the following performance level weightings:

1.3 points Advanced Plus (student who takes assessment at higher grade-level and scores Advanced)

1.2 points Advanced

1.1 points Accelerated

1.0 points Proficient

0.6 points Basic

0.3 points Limited

0 points Did not take test

For example, a school with the following distribution of performance index scores across its students would receive an overall performance index score of 82 percent.

Subject	Average Performance Index Score	Number of Students	Average Index Score × Number of Students
English language arts	0.80	20	16
Mathematics	0.85	20	17
Science	0.75	14	10.5
Social studies	0.90	12	10.8
	Total	66	54.3
	Weighted average	**54.3/66 = 0.82**	

Performance Indicators Met. Percentage of assessments for which 80 percent of all students score at the proficient performance level or higher, across all subjects and grade levels. For example, if a middle school has results for eight assessments (reading, mathematics, science, and social studies for seventh and eighth grade) and 80 percent of all students score at the proficient level on six out of eight assessments, then the percentage of indicators met is 75 percent (6 / 8 = 75 percent).

Gap Closing AMO. Average percentage progress toward closing gaps between performance and AMOs for mathematics proficiency, reading proficiency, and graduation rates. Each disaggregated subgroup within a school receives a percentage score from 0 to 100 for reading proficiency, math proficiency, and graduation rate: either 100 percent, if the respective AMO is met, or the percentage progress toward cutting the gap with the AMO in half (for example, cutting the gap by one quarter is equivalent to percentage progress of 50 percent). For each of the three AMOs, percentage scores across all subgroup AMOs are averaged together and then the three measures' scores are averaged to determine the overall percentage score. After being transformed into a letter grade as described in the "Performance Measure Rating Determinations" section, the grade is adjusted down by one level if

any subgroup's participation rate is below 95 percent for math or reading, or if the preliminary grade is an "A," the grade is adjusted down one level if any subgroup has an overall proficiency rate less than 70 percent or a graduation rate less than 70 percent. Additionally, a school cannot receive an "A" for this measure if at least one of its subgroups does not meet the AMO.

Value-Added Progress. The combined change, across subjects, from year to year on statewide assessment scores relative to the average growth of similar students statewide (based on historical assessment scores). This value is transformed into a score between –2 and 2 standard errors, representing how far above or below average growth the school's students performed. A value of "0" indicates "one year's growth in one year's time." For more information on Ohio's Value-Added Growth model, see "Common Questions about Ohio's Value-Added Student Growth Measure" (https://education.ohio.gov/getattachment/Topics/Data/Accountability-Resources/Value-Added-Technical-Reports-1/Questions-Value-Added-Student-Growth.pdf.aspx).

Value-Added Progress (gifted students). Change from year to year on statewide assessment scores as described for the "Value-Added Progress" measure, for students identified for giftedness in their respective subject area(s).

Value-Added Progress (students with disabilities). Change from year to year on statewide assessment scores as described for the "Value-Added Progress" measure, for all students identified with any disability.

Value-Added Progress (lowest 20 percent of performers). Change from year to year on statewide assessment scores as described for the "Value-Added Progress" measure, for the lowest 20 percent of performers in any subject or all subjects combined, calculated by averaging the previous and current year's statewide assessment results.

Graduation Rate, within four years. Percentage of eligible students who graduate in four years with a regular high school diploma. Eligible students are those who form the four-year adjusted cohort for the graduating class per federal statute 34 CFR § 200.19 (https://www.gpo.gov/fdsys/pkg/CFR-2009-title34-vol1/pdf/CFR-2009-title34-vol1-sec200-19.pdf).

Graduation Rate, within five years. Percentage of eligible students who graduate in five years with a regular high school diploma. Eligible students are those who form the five-year adjusted cohort for the graduating class.

K–3 Literacy. Percentage of students who did not score at an "on-track" performance level on the K–3 reading diagnostic assessments or Grade 3 statewide reading assessment in the previous year or semester who score at an "on-track" performance level in the current year or semester. "On-track" denotes readiness to score at the proficient level on the Grade 3 statewide reading assessment.

Gifted Indicator. "Met" or "not met" as determined by meeting all of the following criteria:

- Identifying and providing services to a minimum percentage of gifted students (percentages vary by grade and student subgroup)
- Attaining a performance index score of 1.15 across all gifted students, averaged across each subject area of giftedness (e.g., reading results of students gifted in reading)
- Attaining at least a grade of "C" on the gifted value-added progress indicator (i.e., at least the state average)

Prepared for Success Indicator[1]

College Admissions Test Participation and Remediation-Free Scores. Four separate measures for the percentage of students in the graduating class who participate in the ACT, percentage of students who participate in the SAT, percentage of students who attain a score on the ACT indicating remediation-free college matriculation, and percentage of students who attain a "remediation-free" SAT score.

Honors Diploma. Percentage of students in the graduating class who receive an honors diploma.

Industry-Recognized Credentials. Percentage of students in the graduating class who earn any industry-recognized credential.

Advanced Placement (AP). Two separate measures for the percentage of students in the graduating class who earn credit in one or more AP courses while in high school and percentage of students in the graduating class who score "3" or higher on at least one AP test.

Dual Enrollment. Percentage of students in the graduating class who earn at least three dual enrollment or postsecondary credits while in high school.

English Learner Inclusion in English Language Arts Performance Calculations

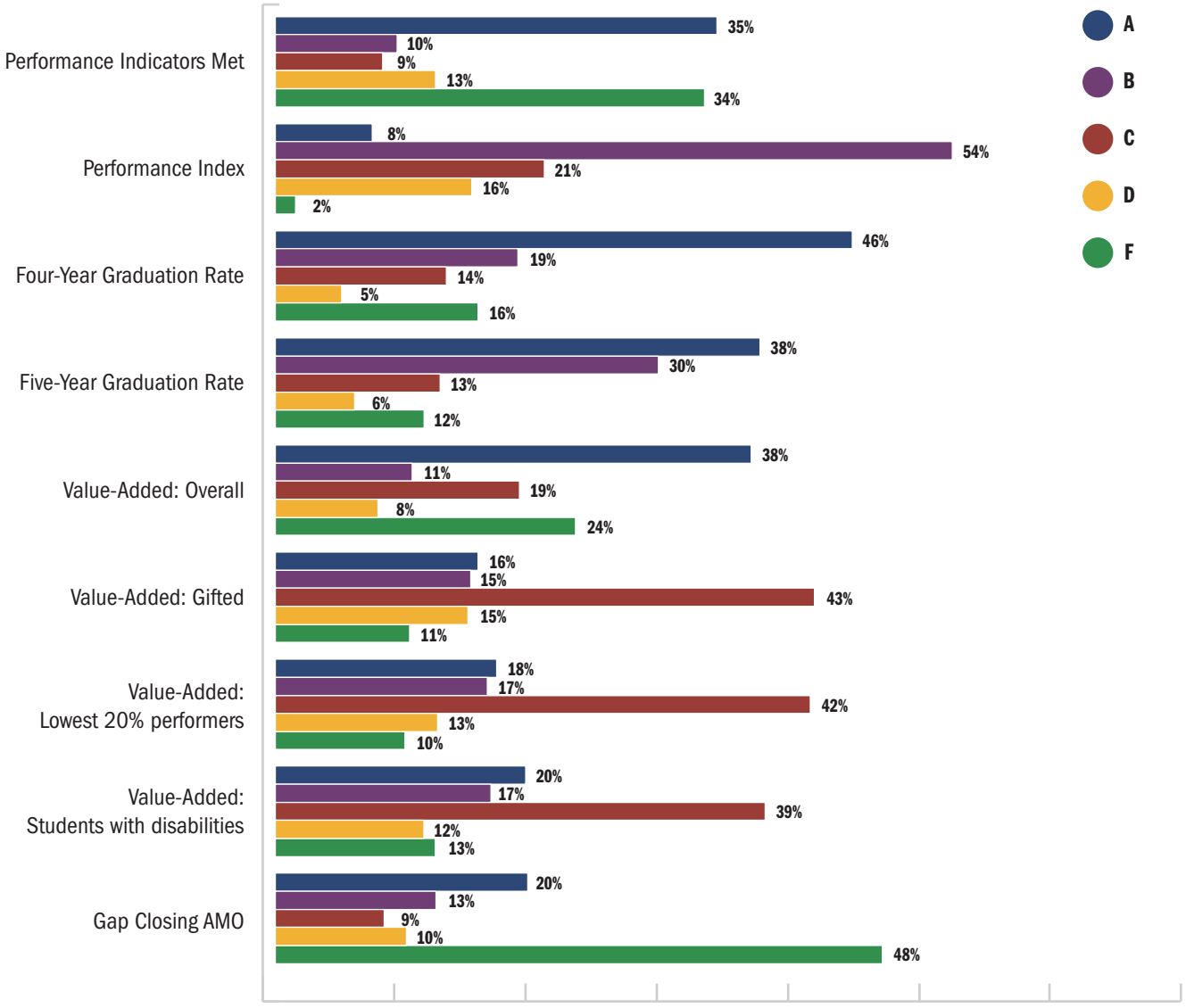
- English language learner (ELL) students in their first year of enrollment will be assessed on the statewide English language arts (ELA) assessment. These results are included in the participation rate but may be excluded from all other accountability calculations in the first year of enrollment.
- In the second year of ELL enrollment, ELA assessment results are included in value-added progress accountability calculations.
- In the third year of ELL enrollment, ELA assessment results are included in the Performance Index, Performance Indicators Met, and Gap Closing AMO calculations.
- ELLs in their first year of enrollment are also required to be assessed on the English language proficiency assessment (i.e., Ohio English Language Proficiency Assessment), but results are not used in the state accountability system.

[1] Beginning with the 2015–16 year report cards, each of the described Prepared for Success measures, reported individually without a rating or grade through the 2014–15 school year, will be aggregated to receive a single overall Prepared for Success measure grade—the methodology for combining measures to derive a percentage score is to be determined.

Performance Measure Rating Determinations

Performance Measure Rating	Performance Measure Score Range					
	Performance Index and Gap Closing AMO	Performance Indicators Met	Value-Added Progress (standard errors)	Graduation Rate (Within Four Years)	Graduation Rate (Within Five Years)	K–3 Literacy (percentage "on-track")
A	90%–100%	90%–100%	≥+2	93%–100%	95%–100%	81.2%–100%
B	80%–89%	80%–89%	≥+1 and <+2	89%–92%	90%–94%	62.2%–81.1%
C	70%–79%	70%–79%	≥–1 and <+1	84%–88%	85%–89%	43.2%–62.1%
D	60%–69%	50%–69%	≥–2 and <–1	79%–83%	80%–84%	24.3%–43.1%
F	59% or less	49% or less	<–2	78% or less	79% or less	24.2% or less

Ohio Performance Measure Ratings, 2013–14



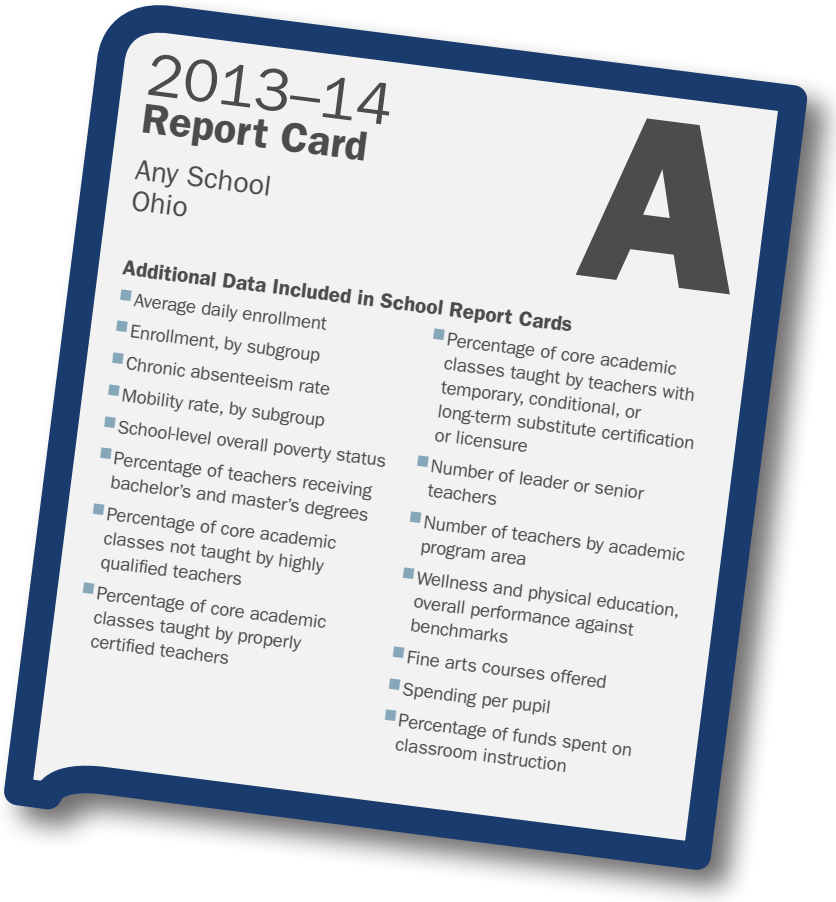
Annual Measurable Objectives

AMOs are long-term and annual performance goals set by states for all public schools against which performance is measured and publicly reported. States are federally required to set AMOs for math and English language arts proficiency on statewide assessments, participation rate on statewide assessments, and the four-year adjusted cohort graduation rate (or other academic indicator for elementary and middle schools) for all disaggregated subgroups. Some states use additional AMOs.

In Ohio, performance against proficiency, graduation rate, and participation rate AMOs drive the rating for the Gap Closing AMO measure as well as the designation of federal Reward schools.

Performance Measure	Goals
Proficiency (reading and mathematics)	For the "all students" group, reduce by half the percentage of nonproficient students by the 2017–18 school year, using 2014–15 baseline data. Disaggregated subgroups use the same calculated goal. Annual goals escalate in equal increments toward the long-term goal (*n* = 30).
Graduation rate (four-year adjusted cohort)	90% by the 2018–19 school year for the "all students" group and disaggregated subgroups. Annual goals escalate in equal increments toward the long-term goal, using 2011–12 baseline data for the "all students" group (*n* = 30).
Attendance rate (elementary and middle schools)[a]	For the "all students" group, the attendance rate for the school at the top of the bottom quintile (20%) of schools, as ranked by attendance rate, is the annual goal for all schools. Disaggregated subgroups do not have attendance rate goals.
Participation rate	95% annual goal for the "all students" group and disaggregated subgroups (*n* = 40).

[a] Attendance rate is the other academic indicator for federal reporting purposes.



Federal Accountability Categories

States receiving flexibility from particular requirements of the Elementary and Secondary Education Act (ESEA flexibility) are required to identify the lowest-performing Title I schools based on all students' achievement as Priority schools, the lowest-performing Title I schools based on subgroup performance as Focus schools, and the highest-performing or highest-progressing Title I schools as Reward schools. Ohio considers Title I and Title I-eligible schools in its determinations of Priority and Reward schools.

School Category	Identification Criteria
 **Priority**	Title I and Title I-eligible schools that meet any of the following criteria (may total more than 5% of Title I schools): ■ Graduation rate average over the four previous years less than 60% ■ Value-added progress grade of "F" for three consecutive years ■ Participation in the School Improvement Grant (SIG) program and use of SIG funds to implement a school intervention model ■ Among the lowest-performing 5% of schools as ranked by combined math/ELA proficiency over five years and year-to-year proficiency progress
 **Focus**	Title I schools among the lowest-performing schools according to either of the following achievement or graduation rate criteria (up to 10% of Title I schools): Achievement (meet each criteria): ■ Combined mathematics/ELA proficiency school-to-state achievement gap in the 15th percentile, comparing disaggregated subgroups to the state's "all students" group (n = 30) ■ Percentage change in disaggregated subgroup's combined proficiency year to year is less than the state's "all students" average Graduation rate (meet each criteria): ■ School-to-state graduation rate gap in the 15th percentile, comparing disaggregated subgroups with the state's "all students" group (n = 30) ■ Percentage change in subgroup's graduation rate year to year is less than state's "all students" average
 **Reward ("highest performing")**	Title I and Title I-eligible schools, with 40% or more students eligible to receive free or reduced-price lunch, that meet all of the following criteria: ■ Combined reading and math proficiency above 90% ■ All disaggregated subgroups' proficiency 80% or greater ■ Five-year graduation rate 93% or greater ■ Value-added progress grade of "B" or higher ■ Gap Closing AMO grade of "C" or higher for two most recent school years
 **Reward ("high progress")**	Title I and Title I-eligible schools, with 40% or more students eligible to receive free or reduced-price lunch, that meet all of the following criteria: ■ Combined reading and math proficiency year-to-year progress in the 90th percentile ■ Graduation rate year-to-year progress in the 90th percentile ■ Value-added progress grade of "B" or higher ■ Gap Closing AMO grade of "C" or higher for the two most recent school years
 **Other Title I schools (per ESEA flexibility request; U.S. Department of Education, 2015, Section 2.F.)**	Every three years, non-Priority and non-Focus Title I schools that are graded "D" or "F" on the Gap Closing AMO for two out of the three previous consecutive years are designated as Watch schools. A Watch school must submit an improvement plan to the State educational agency outlining its plan for interventions for closing subgroup gaps. Local educational agencies must target a 20% set-aside that includes supports for Title I Watch schools. The state educational agency will provide targeted supports.

Note. ELA = English language arts.

References and Resources

Data for this profile were obtained from the following websites:

Center on Standards and Assessment Implementation. (2015). State of the states. Retrieved from http://www.csai-online.org/sos

Education Commission of the States. (2015). State summative assessments: 2015–16 school year. Retrieved from http://www.ecs.org/state-summative-assessments-2015-16-school-year/

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Appendix A: Sample Ohio School Report Card

2013–14 Assessment Results

2013 - 2014 Report Card for

Akron Early College High School

SCHOOL GRADE

Coming in 2018

2012 2013 School of Promise

2013 HIGH PERFORMING SCHOOL OF HONOR

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

Performance Index

94.2% ..... **A**

Indicators Met

100.0% ..... **A**

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

Value Added

Overall..... **NR**

Gifted..... **NR**

Students with Disabilities..... **NR**

Lowest 20% in Achievement..... **NR**

Gap Closing

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

COMPONENT GRADE

Coming in 2016

Annual Measurable Objectives

100.0% ..... **A**

Graduation Rate

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

COMPONENT GRADE

Coming in 2016

Graduation Rates

100.0% of students graduated in 4 years..... **A**

100.0% of students graduated in 5 years..... **A**

K-3 Literacy

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

COMPONENT GRADE

Coming in 2016

K-3 Literacy Improvement

NC ..... **NR**

Prepared for Success

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

Coming in 2016

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

A

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 districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.

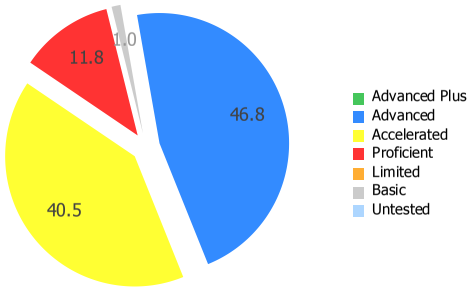
Performance Index

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	46.8	x	1.2	=	56.1
Accelerated	40.5	x	1.1	=	44.6
Proficient	11.8	x	1.0	=	11.8
Basic	1.0	x	0.6	=	0.6
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					113.0

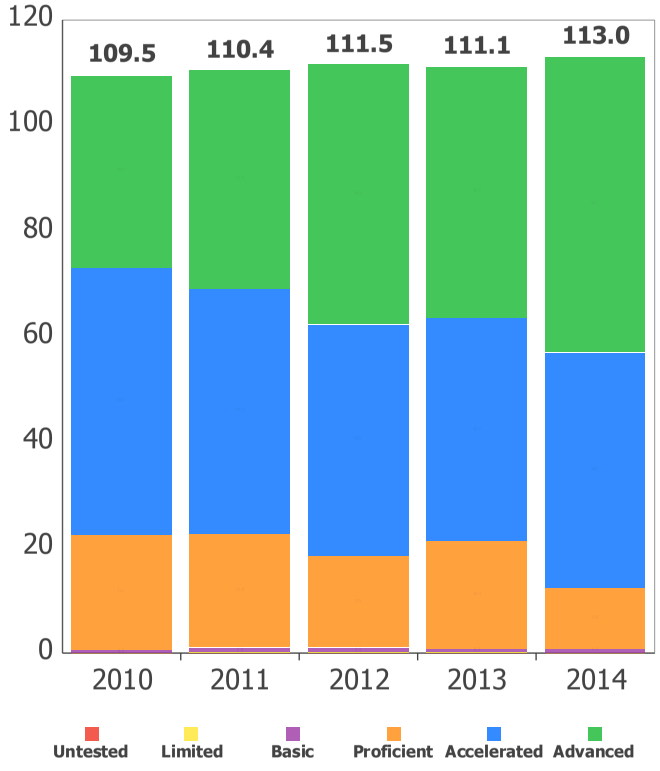
94.2%

113.0 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%



Performance Index Trend



2013 - 2014 Report Card for Akron Early College High School

GRADE

A

Indicators Met

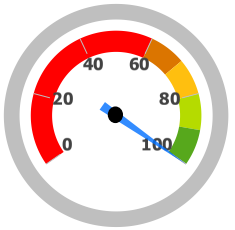
Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

100.0%

10 out of 10

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%



Grades 3-5

This school does not have enough test results in 3rd, 4th, or 5th grade to display this table.

Grades 6-8

This school does not have enough test results in 6th, 7th, or 8th grade to display this table.

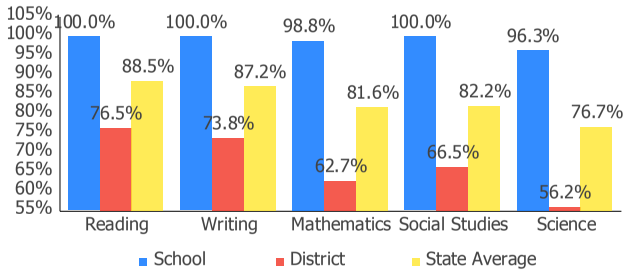
Ohio Graduation Test

OGT, 10th Graders	Mathematics	98.8%	✔
	Reading	100.0%	✔
	Science	96.3%	✔
	Social Studies	100.0%	✔
	Writing	100.0%	✔
OGT, 11th Graders	Mathematics	100.0%	✔
	Reading	100.0%	✔
	Science	100.0%	
	Social Studies	100.0%	✔
	Writing	100.0%	

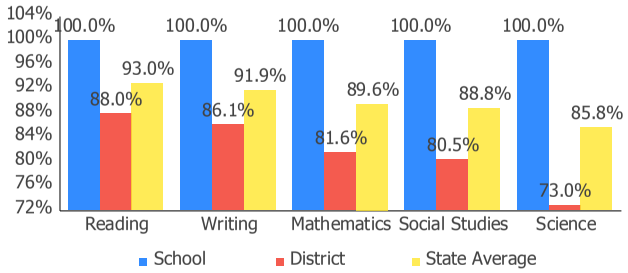
2013 - 2014 Report Card for Akron Early College High School

Achievement Levels by Grade

10th Grade OGT

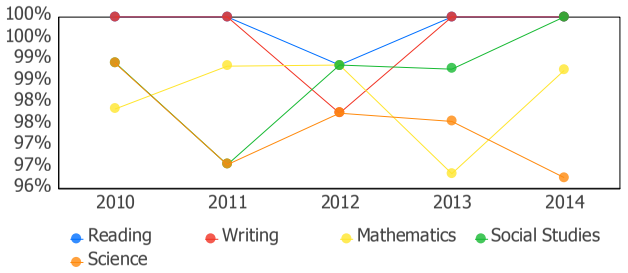


11th Grade Cumulative OGT

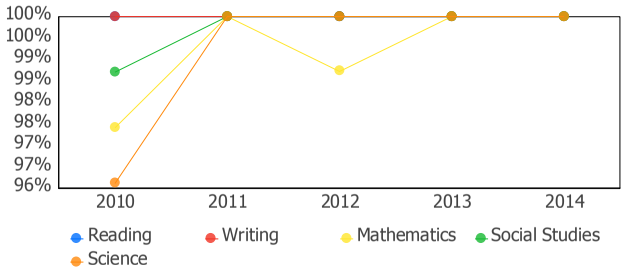


Proficient Percent Trend by Grade

10th Grade OGT



11th Grade Cumulative OGT



Gifted Students

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

Coming in 2015

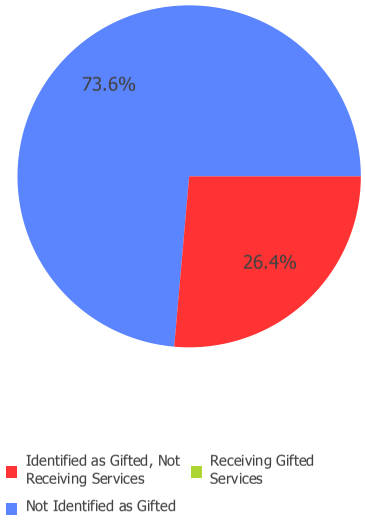
Gifted Summary

Students Identified as Gifted

26.4% of enrollment

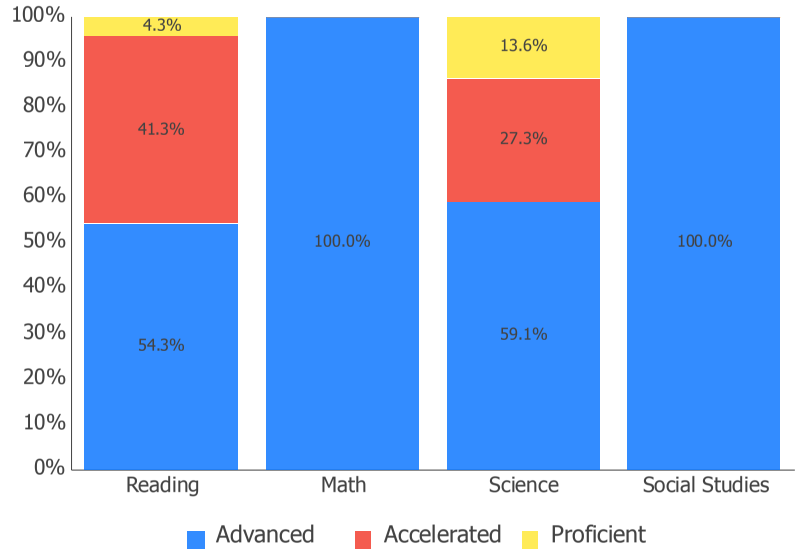
Students Receiving Gifted Services

0.0% of enrollment



Achievement

This chart illustrates the test achievement levels by students identified as gifted in that test's subject. For example, how well do students identified as gifted in Reading do on the state Reading tests?



Value-Added

Value-Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

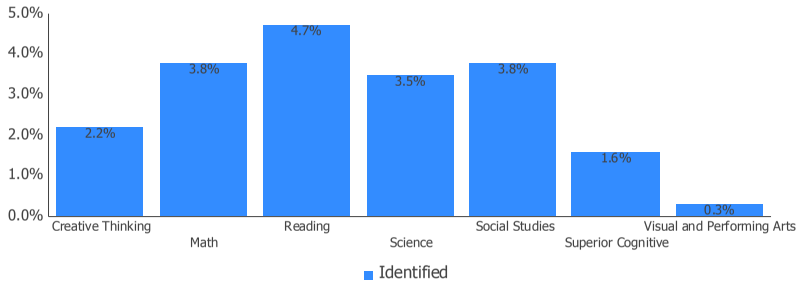
GRADE

NR

Enrollment by Gifted Category

These charts show the percentage of enrolled students that are identified as gifted and that are receiving gifted services.

All Grades



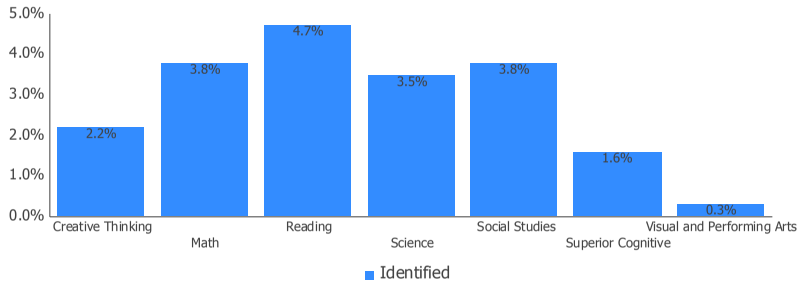
Grades K-3

This chart cannot be displayed because there were not enough students to evaluate.

Grades 4-8

This chart cannot be displayed because there were not enough students to evaluate.

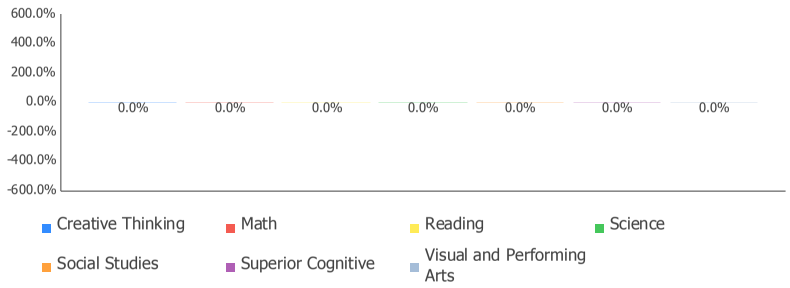
Grades 9-12



Identified and Receiving Services

These charts show, of the students identified as gifted, the percentage of students receiving gifted services.

All Grades



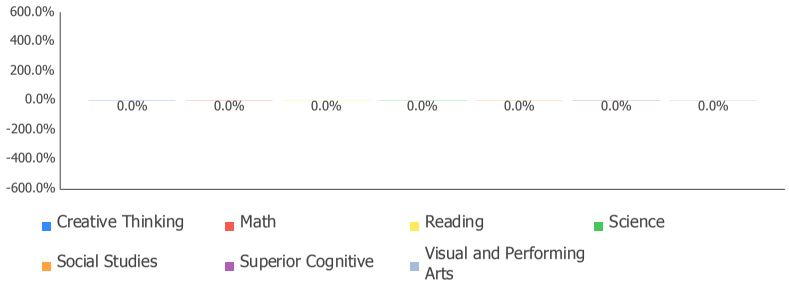
Grades K-3

This chart cannot be displayed because there were not enough students to evaluate.

Grades 4-8

This chart cannot be displayed because there were not enough students to evaluate.

Grades 9-12



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. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE

Coming in 2016

GRADE

NR

Overall

This measures the progress for all students in math and reading, grades 4-8.

GRADE

NR

Gifted Students

This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE

NR

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE

NR

Students with Disabilities

This measures the progress for students with disabilities.

GRADE

Coming in 2015

High School

A High School measure of progress will be reported in the 2014-15 school year.

Progress Details

Value Added data is not available for this school

Gap Closing

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

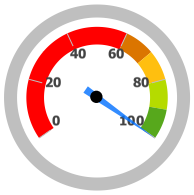
COMPONENT GRADE

Coming in 2016

GRADE

A

AMO Points



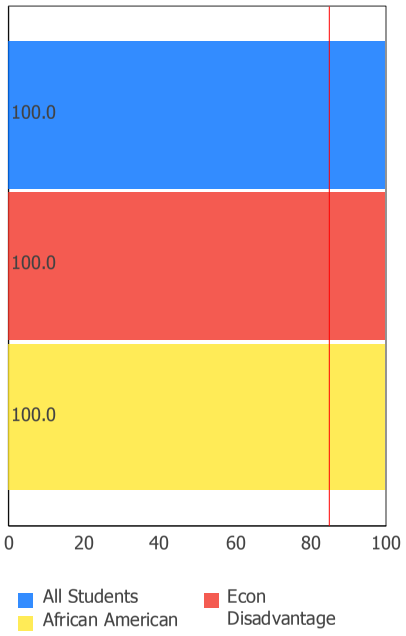
100.0%

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 60.0 - 69.9%
F = 0.0 - 59.9%

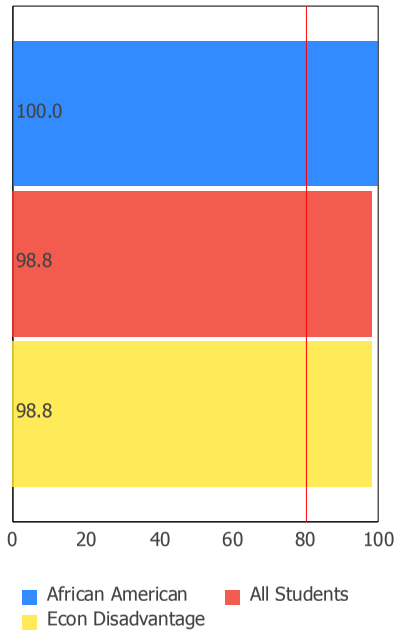
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

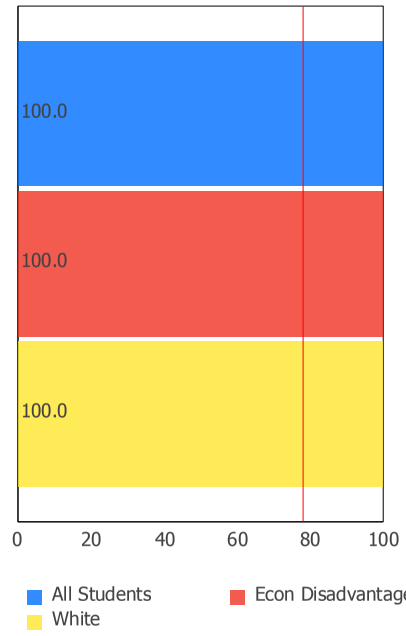
Reading



Math



Graduation Rate



The red line on each graph identifies the Annual Measurable Objective. The 2014 AMO for Reading is 84.9%, for Math is 80.5%, and for Graduation Rate is 78.2%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate

This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in 2016

4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2013 who graduated within four years, i.e. students who entered the 9th grade in 2010 and graduated by 2013.

GRADE

A

100.0%

A = 93.0 - 100.0%
B = 89.0 - 92.9%
C = 84.0 - 88.9%
D = 79.0 - 83.9%
F = 0.0 - 78.9%

5-Year Graduation Rate

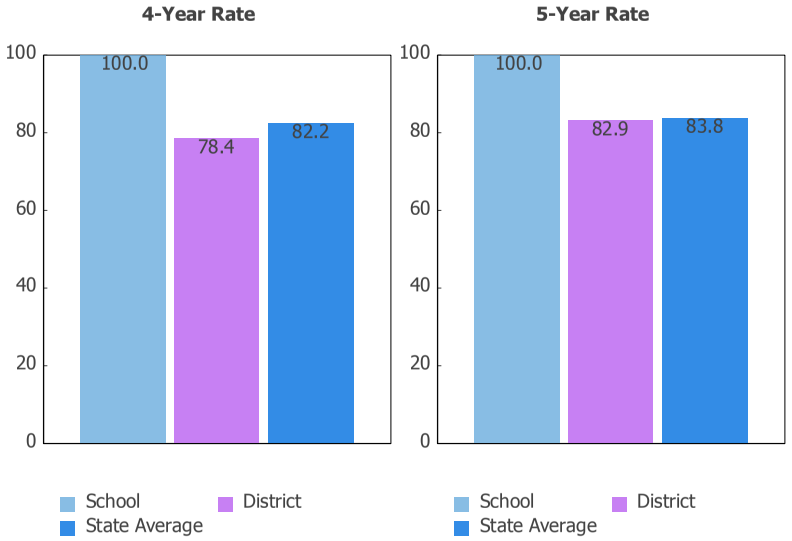
The 5-year graduation rate applies to the Class of 2012 who graduated within five years, i.e. students who entered the 9th grade in 2009 and graduated by 2013.

GRADE

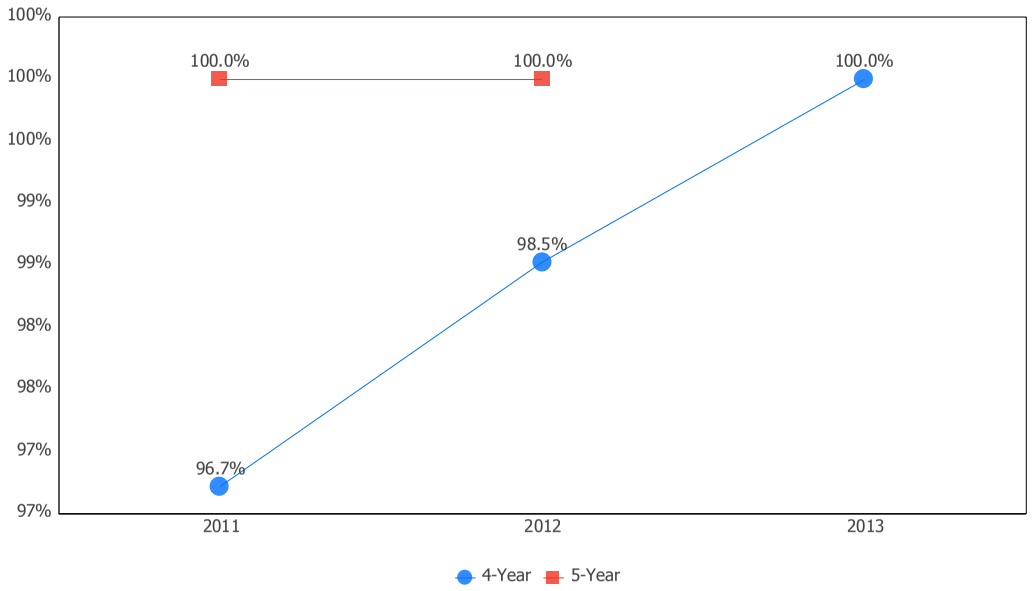
A

100.0%

A = 95.0 - 100.0%
B = 90.0 - 94.9%
C = 85.0 - 89.9%
D = 80.0 - 84.9%
F = 0.0 - 79.9%



Graduation Rate Trend



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

Literacy

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

COMPONENT GRADE

Coming in 2016

RADE

NR

Literacy
rovement
a is not displayed
se there are not
gh students to
evaluate.

In Your School...

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Details of Measure

Not On-Track at Point A			Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2012 - 2013	< 10	to	1st Grade Reading Diagnostic, School Year 2013 - 2014	< 10
1st Grade Reading Diagnostic, School Year 2012 - 2013	< 10	to	2nd Grade Reading Diagnostic, School Year 2013 - 2014	< 10
2nd Grade Reading Diagnostic, School Year 2012 - 2013	< 10	to	3rd Grade Reading Diagnostic, School Year 2013 - 2014	< 10
3rd Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	3rd Grade Reading OAA, School Year 2013 - 2014	< 10
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan				< 10
Totals	**<10**			**<10**

Percentage On-Track in Reading Diagnostic

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?	**NC**
How many third graders scored proficient on the state Reading test?	**NC**

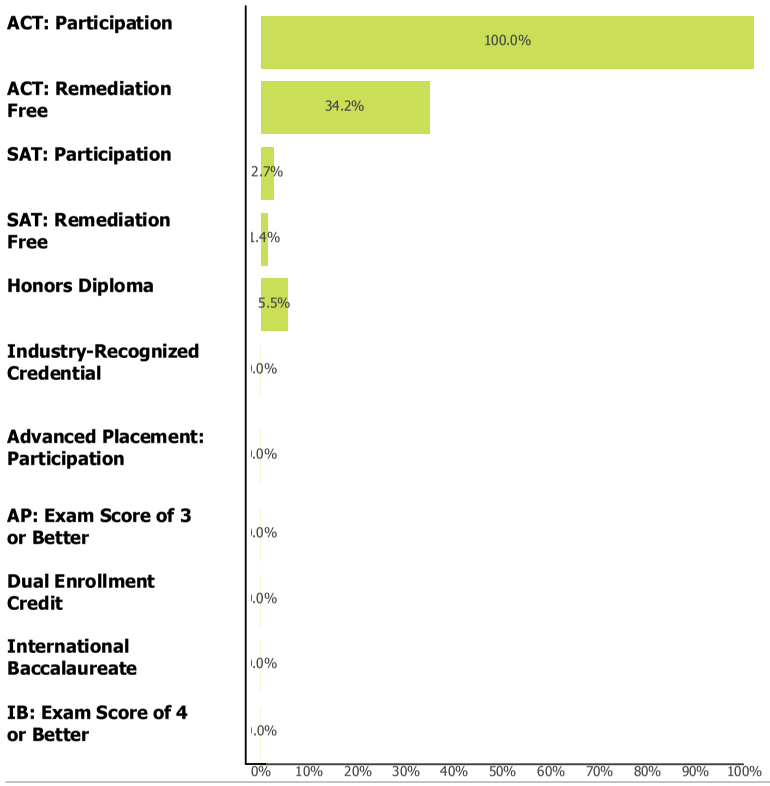
Prepared for Success

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

How Prepared was Your 2013 Graduating Class?



Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides district reports on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

Additional data on outcomes after high school are coming soon. These will include college graduation, demographics of college enrollees, workforce and military enlistment.

Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2010.

Data used in generating the ACT and SAT Remediation Free, AP Exam, IB Exam, and Dual Enrollment Credit measures for the 2013 graduating class were not reported to the Ohio Department of Education by districts. To confirm the information on this page and get a complete picture of the work your district is doing to prepare students for college and career success, please contact your district directly.

2013 - 2014 Report Card for Akron Early College High School

Principal: Marilyn S. Bennett **Phone:** (330) 972-8832

Address: The University of Akron
Akron OH 44325-0001

Directory information current as of the 2013-2014 Report Card publication date.

Your School's Students

Average Daily Enrollment:

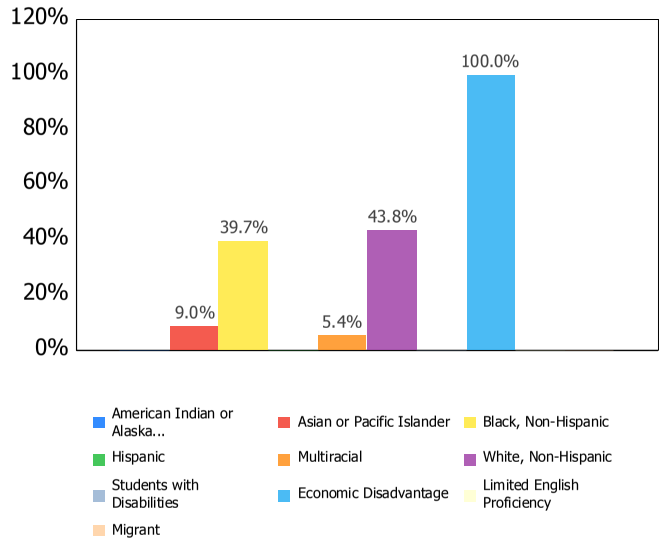
318

Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	29	9.0%
Black, Non-Hispanic	126	39.7%
Hispanic	NC	
Multiracial	17	5.4%
White, Non-Hispanic	139	43.8%
Students with Disabilities	NC	
Economically Disadvantaged	318	100.0%
Limited English Proficiency	NC	
Migrant	NC	



NC = Not Calculated because there are fewer than 10 in the group

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio Test of English Language Acquisition (OTELA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OTELA results, see the Department of Education's web site at http://education.ohio.gov.

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	0.0%
Black, Non-Hispanic	0.0%
Hispanic	NC
Multiracial	0.0%
White, Non-Hispanic	0.0%
Students with Disabilities	NC
Economically Disadvantaged	0.0%
Limited English Proficiency	NC
Migrant	NC

NC = Not Calculated because there are fewer than 10 in the group

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

Your School's Teachers

Your School's Poverty Status: High	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	76.2	96.9
Percentage of teachers with at least a Master's Degree	47.6	62.1
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	7.3	1.4
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	94.8
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	0
Lead or Senior Teachers:	0.0	19.0

Number of Teachers by Program Area

General Education	10.5
Gifted and Talented	0.0
Career-Technical Programs	0.0
Art Education K-8	0.0
Music Education K-8	0.0
Physical Education K-8	0.0
ELL Instructional Program	0.0
Special Education	0.0

A district's high-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

NC = Not Calculated because there are fewer than 10 in the group

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Moderate Success

Fine Arts Courses Offered

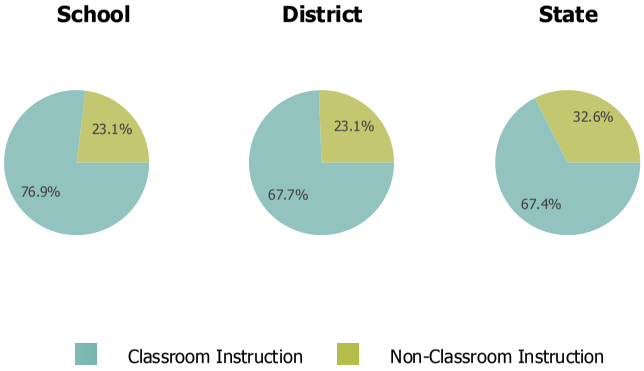
Advanced Visual Art
Art Appreciation
Art History
Comprehensive Dance
Design
Drawing and Painting
General Music
Introduction to Dance
Music Appreciation
Other Visual Art Course
Photography and Film Making
Sculpture
Theatre Arts
Vocal/Choral Music

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?

Classroom Spending Data

What percent of funds are spent on classroom instruction? **76.9%**



Spending per Pupil Data

	School	State
Operating Spending per Pupil	$5,988	$9,189
Classroom Instruction	*$4,606*	*$6,192*
Non-Classroom Spending	*$1,382*	*$2,998*

TEXAS COMPREHENSIVE CENTER

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5039c_02/16

February 2016

Oklahoma Accountability Profile 2015–16 School Year

Oklahoma uses a composite index supplemented by bonus points for college and career readiness to determine and report A–F accountability designations for all public schools. The state also assigns letter grades to individual performance measures. Performance against annual measurable objectives (AMOs) is not used to determine state or federal accountability designations. All public schools are included in the identification of federally designated schools. Oklahoma's latest report cards cover the 2014–15 school year.

How Do Multiple Measures Drive Accountability?

State Accountability Designations	Performance Measure	Accountability Determinations for Low-Performing Schools		AMOs (Annual Measurable Objectives)
		State	Federal	
A	Achievement Status, All Students	✓	✓	✓
B	Achievement Status, Subgroups		✓	✓
C	Achievement Growth, All Students	✓	✓	
D	Achievement Growth, Subgroups	✓	✓	
F	Participation Rate	✓		✓
	Graduation Rate, All Students	✓	✓	✓
	Graduation Rate, Subgroups	✓	✓	✓
	Dropout Rate	✓	✓	
	Attendance Rate	✓	✓	✓
	College and Career Readiness	✓	✓	

Subjects Used in Achievement Accountability			Student Subgroups	
Subject	Achievement Growth	Achievement Status	Subgroups for Accountability Designations	Subgroups for AMOs
English language arts	✓	✓	The lowest 25% of a school's performers on the previous year's statewide assessment is used for state accountability designations. The three lowest-performing disaggregated subgroups are used for federal accountability designations.	■ American Indian ■ Asian ■ Black ■ Economically disadvantaged ■ English language learner ■ Hispanic ■ Individualized education program (IEP) ■ Other (race) ■ Regular education (non-IEP) ■ White
Mathematics	✓	✓		
Science		✓		
Social studies		✓		

Standards and Statewide Assessments

Subject	Standards	Assessments
Mathematics/ELA	Priority Academic Students Skills (PASS) Standards for ELA[a]	Oklahoma Core Curriculum Tests (OCCT) in reading (Grades 3–8), writing (Grades 5 and 8), and English II and English III (EOI)[b]
	PASS for Mathematics	OCCT in mathematics (Grades 3–8) and Algebra I, Algebra II, and Geometry I (EOI)
	Dynamic Learning Maps–Essential Elements (DLM-EE) for students with severe cognitive disabilities	Dynamic Learning Maps–Alternate Assessment (DLM-AA) in reading, writing, and mathematics (Grades 3–8 and EOI) DYNAMIC® LEARNING MAPS
Science	PASS (Grades 5, 8, and Biology I)	OCCT in science (Grades 5 and 8) and Biology I (EOI)
	Oklahoma Academic Standards (OAS) for Science (all other grades and subjects)	
	DLM-EE for Science	DLM-AA in science (Grades 5 and 8) and Biology I (EOI)
Social studies	OAS for Social Studies	OCCT in social studies (Grades 5, 7, and 8)
	DLM-EE for Social Studies	Pearson Portfolio (alternate assessment) in social studies (Grades 5, 7, and 8) and U.S. History (EOI)
English-language proficiency	WIDA ASSETS Consortium English Language Development Standards WIDA	WIDA ACCESS for ELLs 2.0 (Grades 1–12) and Kindergarten ACCESS for ELLs

Note. ACCESS = Assessing Comprehension and Communication in English State-to-State; ASSETS = Assessment Services Supporting ELs through Technology Systems; ELA = English language arts; ELL = English language learner; EOI = end of instruction exam; WIDA = World-class Assessment and Design.

[a] Oklahoma is a former member of the Common Core State Standards. The PASS standards are interim standards while the state develops new standards for implementation in the 2017–18 school year.

[b] Oklahoma was a governing member of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium but withdrew its membership in July 2013.

State Accountability for Schools

Oklahoma uses a composite index to generate A–F school designations for all public schools' report cards. Individual performance measures are computed as described in the "State Accountability Calculations" section. These individual performance measures are then weighted as shown in this table, and the resulting measures are summed and transformed into an A–F grade according to the performance bands described in the "School Designation Determinations" section.

		Elementary Schools	Middle Schools	High Schools	School Designation
Performance Measure	**Subject**	**Composite Index Weighting**			
Achievement	Mathematics[a], Reading/ELA, Science, Social studies, Writing	50%	50%	50%	A, B, C, D, F
Student growth	Mathematics	25%	25%	25%	
Student growth, lowest 25%	Reading/ELA	25%	25%	25%	
Subtotal		**100%**	**100%**	**100%**	
Bonus Percentage Points					
Attendance rate		10%	6%	–	
Dropout rate		–	2%	–	
Graduation rate		–	–	5%	
Advanced coursework		–	2%	1%	
College entrance exams		–	–	1%	
End of instruction exam performance		–	–	1%	
Low-performing eighth-grade cohort graduation rate		–	–	1%	
Year-to-year growth on bonus indicators		–	–	1%	
Subtotal		**10%**	**10%**	**10%**	
Total + Bonus		**110%**	**110%**	**110%**	
Participation rate	The school's overall grade is adjusted down by one grade if participation rate of all students is less than 95% or down to an "F" if less than 90%.				

[a] The results on statewide assessments are combined across all subjects for the achievement and growth measures in order to determine overall school scores; however, Oklahoma also determines and reports grades for individual performance measures at the subject level on its state report cards.

State Accountability Calculations

Oklahoma requires a minimum of 10 students for the calculation of each of the following performance measures (n = 10). Bonus point measures do not require a minimum n size.

Achievement. Percentage of all students who score at the proficient or advanced performance level (out of four performance levels) on the statewide assessments, combined across all indicated subjects (reading/English language arts [ELA], mathematics, science, social studies, and writing) and weighted according to the number of test takers in each subject. For example, in a school where one of two students score at the proficient level on the reading assessment and three of four students score at the proficient level on the mathematics assessment, the achievement score is (1 + 3) / (2 + 4) = 4 / 6 = 66 percent.

Student growth. Percentage of all students, combined across reading/ELA and mathematics and weighted according to the number of students assessed in each subject, who achieve an increase in performance level on the current year's statewide assessment over the previous year's performance level, improve their scale score within a performance level by at least the state average growth in a grade level and subject, or score proficient or advanced in both years. For example, if one of two students meet at least one of these criteria on the reading/ELA assessment and three of four students meet at least one of these criteria on the reading assessment, then the growth score is (1 + 3) / (2 + 4) = 4 / 6 = 66 percent.

Student growth, lowest 25 percent of performers. Percentage of students who scored among the lowest 25 percent of performers on the previous year's statewide assessment, by subject, and demonstrate year-to-year growth, as described for the student growth measure. For example, if eight students participated in the reading/ELA assessment, of whom one of the lowest two performers (where the two performers represent the lowest 25 percent of performers) meets any of the above criteria for demonstrating growth, and 16 students participated in the mathematics assessment, of whom three of the lowest four performers meet any of the criteria, then the growth score for the lowest 25 percent of performers is (1 + 3) / (2 + 4) = 4 / 6 = 66 percent.

Bonus Percentage Points

For each bonus point indicator, the maximum bonus percentage points are awarded if a defined benchmark is met, and zero bonus percentage points are awarded otherwise.

Attendance rate. Percentage of days of attendance out of total days of enrollment, aggregated across all students. Ten bonus percentage points are awarded for achieving an attendance rate of 94 percent or greater.

Dropout rate. Percentage of reported dropouts out of total initial enrollment, as calculated by the methodology set by the National Center for Educational Statistics for Common Core of Data (OAC 210:10:10-13-20(2)(B)(iii)) and as defined in 70 O.S. § 35e (http://sde.ok.gov/sde/student-dropout-report#Statute). Two bonus percentage points are awarded for achieving a dropout rate of 0.9 percent or less.

Graduation rate. Percentage of eligible students who graduate in four years with a regular high school diploma. Eligible students are those who form the adjusted cohort for the graduating class per federal statute 34 CFR § 200.19 (https://www.gpo.gov/fdsys/pkg/CFR-2009-title34-vol1/pdf/CFR-2009-title34-vol1-sec200-19.pdf). Five bonus percentage points are awarded for achieving a graduation rate of 90 percent of higher.

Advanced coursework (middle school). Percentage of advanced courses that students successfully complete, calculated as the number of pre-Advanced Placement, honors, or traditional high school courses completed with a "D" grade or better divided by total initial enrollment of students in at least Grade 6. Students can be counted multiple times for multiple courses. Two bonus percentage points are awarded for achieving a completion rate of 30 percent or more.

Advanced coursework (high school). Percentage of participation index points and performance index points that all students earn within various college- and career-readiness areas.

- The **participation index** is calculated as the number of successfully completed Advanced Placement, International Baccalaureate, college courses, Advanced International Certificate of Education (AICE) courses and career/technology courses that lead to industry certification, divided by the total initial enrollment of students in Grades 11 and 12. Successfully completed means students passed with a "D" or better.
- The **performance index** is calculated as the number of these completed courses for which students meet performance criteria (usually a "C" or better) for each semester divided by the number of courses completed.
- One bonus percentage point is awarded for achieving a participation index score of 70 percent or higher and a performance index of 90 percent or higher.

College entrance exams. Percentage of participation index or participation index points that all students earn.

- The **participation index** is calculated as the number of students participating in the ACT or SAT exam divided by the total enrollment of students in Grade 12.
- The **performance index** is calculated as the percentage of students meeting a predetermined score on either exam (20 for the ACT, 1,410 for the SAT) divided by the number of students taking either exam.
- One bonus percentage point is awarded for achieving a participation index score of 75 percent or higher or achieving a performance index score of 75 percent or higher.

Low-performing eighth-grade cohort graduation rates. Percentage of students in the Grade 8 graduation cohort who scored in the bottom two performance levels ("Limited Knowledge" or "Unsatisfactory") of the reading or mathematics statewide assessments in Grade 8 and graduate from high school on time. One bonus percentage point is awarded for achieving a graduation rate of 85 percent or higher.

End of instruction (EOI) exam performance. Percentage of graduates who score at the proficient or advanced level on six of the seven required EOI assessments. One bonus percentage point is awarded for achieving a success rate of 80 percent or higher.

Year-to-year growth on bonus indicators. Number of bonus percentage point indicators that show improvement from the previous year. One bonus percentage point is awarded for increasing scores in at least three of five bonus percentage points sections from year to year (percentage of increase required varies by indicator).

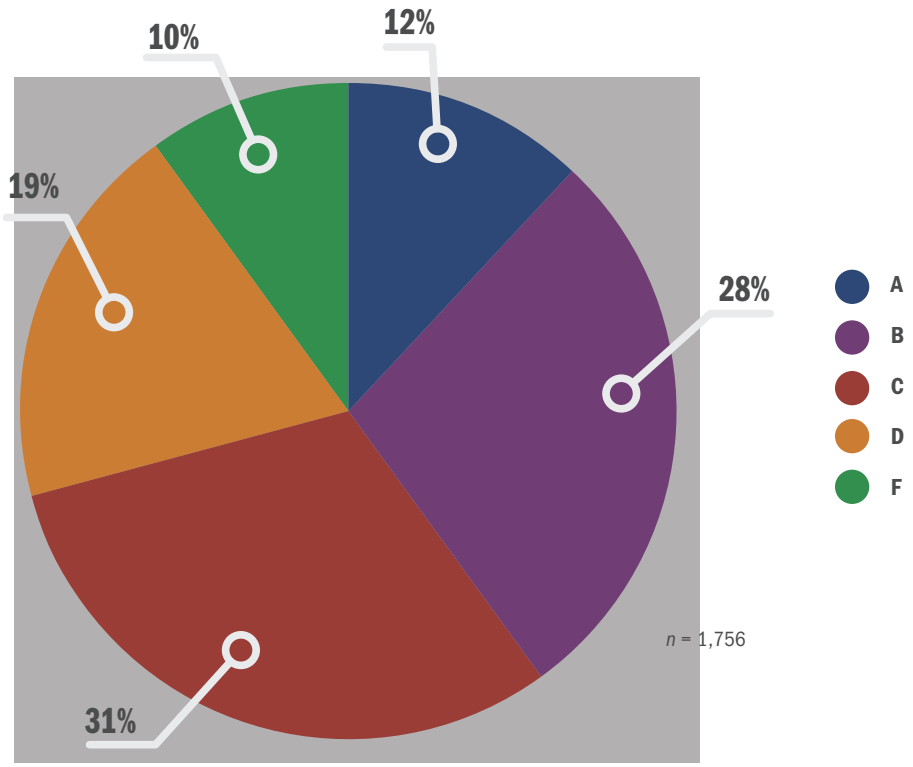
English Learner Inclusion in English Language Arts Performance Calculations

- English language learner (ELL) students in their first 12 months of enrollment in U.S. schools will be assessed on the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment and may have a one-time exemption from the reading/English language arts (ELA) and writing statewide assessments.
- All ELL students must take the reading/ELA (and writing if applicable) statewide assessment in their second year of enrollment and are included in achievement accountability calculations in that year. In their third year of enrollment, results are included in growth accountability calculations.
- English language proficiency (i.e., ACCESS) results may count toward ELA participation rates in the first year of enrollment, but ACCESS results are otherwise not used in the state accountability system.

School Designation Determinations

School Designation	A	B	C	D	F
Overall School Score Range	90%–110%	80%–89%	70%–79%	60%–69%	≤59%

State School Designations, 2014–15



Annual Measurable Objectives

AMOs (annual measurable objectives) are long-term and annual performance goals set by states for all public schools against which performance is measured and publicly reported. States are federally required to set AMOs for math and English language arts proficiency on statewide assessments, participation rate on statewide assessments, and the four-year adjusted cohort graduation rate (or other academic indicator for elementary and middle schools) for all disaggregated subgroups. Some states use additional AMOs.

In Oklahoma, performance against AMOs is not used to drive state or federal accountability designations (i.e., Priority, Focus, or Reward schools). A minimum of 10 students is required for the calculation of each AMO described below.

Metric	Goal
Proficiency (reading and mathematics)	For the "all students" group and each disaggregated subgroup, reduce by half the percentage of nonproficient students within six years (by the 2019–20 school year), using 2013–14 baseline data. Annual goals escalate in equal increments toward the long-term goal.
Graduation rate (four-year adjusted cohort)	For the "all students" group and each disaggregated subgroup, within six years (by the 2018–19 school year), reduce by half the percentage of students who do not graduate with their four-year cohort, using 2012–13 baseline data. Annual goals escalate in equal increments towards the long-term goal.
Attendance rate[a]	95% annual goal for the "all students" group and disaggregated subgroups.
Participation rate	95% annual goal for the "all students" group and disaggregated subgroups.

[a] Attendance is the "other academic indicator" for federal reporting purposes.

Other Report Card Data

Oklahoma reports no additional information.

Federal Accountability Categories

States receiving flexibility from particular requirements of the Elementary and Secondary Education Act (ESEA flexibility) are required to identify the lowest-performing Title I schools based on all students' achievement as Priority schools, the lowest-performing Title I schools based on subgroup performance as Focus schools, and the highest-performing or highest-progressing Title I schools as Reward schools. Oklahoma considers all public schools (including non-Title I schools) in its determinations of Priority, Focus, and Reward schools status.

School Category	Identification Criteria
 **Priority**	Schools that meet any of the following criteria: ■ School designation of "F" ■ Participation in the School Improvement Grant (SIG) program and use of SIG funds to implement a school intervention modelStatus as a C3 (College, Citizen, Career) school (see https://crstl.okstate.edu/research/c3 for more information) Or schools that do not qualify for Reward (high progress) status and meet any of the follong criteria: ■ Among the lowest-performing 5% of schools as ranked by combined reading/ELA statewide assessment scores ■ Graduation rate less than 60% for three consecutive years or less than 50% for a single year
 **Focus**	Schools that are among the lowest-performing schools according to either of the following achievement or graduation rate criteria (up to 10% of Title I schools)[a]: Achievement (meets all criteria) ■ Combined math/ELA proficiency for the Black, ELL, or IEP (i.e., lowest three achieving) subgroup is lower than the proficiency rate of the Title I school at the 5th percentile of performance (n = 25) ■ Respective subgroup enrollment is greater than the statewide average enrollment for that subgroup Graduation rate (meets all criteria) ■ Graduation rate for the black or Hispanic subgroup (i.e., two lowest subgroups, by graduation rate) is lower than the graduation rate of the Title I school at the 10th percentile (n = 25) ■ Respective subgroup enrollment is greater than the statewide average enrollment for that subgroup
 **Reward ("highest performing")**	Schools that have a graduation rate of at least 82.4% for the most recent year (if a high school) and meet either of the following criteria: ■ Overall school grade of "A" ■ Combined proficiency for all students ranks within the 90th percentile statewide for three consecutive years—subject weighting are mathematics at 30%, reading/ELA at 30%, and science and social studies at 40%
 **Reward ("high progress")**	Schools improving by one or more letter grade(s) over previous year ■ Year-to-year progress in combined math/ELA proficiency over last two years ranks in the 90th percentile of schools statewide ■ Proficiency has increased each of the last two years
 **Other Title I schools (per ESEA flexibility request; U.S. Department of Education, 2015, Section 2.F.)**	Non-Priority and non-Focus schools that receive a school grade of "D" or that have a graduation rate of 50%–60% are identified as "Targeted Intervention" schools and must submit a School Improvement Status Report to the state describing local education agency-level and school-level interventions that would lead to continuous school improvement.

Note. ELA = English language arts; ELL = English language learner; IEP = individualized education program.

[a] Non-Title I Focus schools will be identified through the 2015–16 school year. Beginning in the 2016–17 school year, only Title I schools will be identified as Focus schools.

References and Resources

Data for this profile were obtained from the following websites:

Center on Standards and Assessment Implementation. (2015). *State of the states.* Retrieved from http://www.csai-online.org/sos

Education Commission of the States. (2015). *State summative assessments: 2015–16 school year*. Retrieved from http://www.ecs.org/state-summative-assessments-2015-16-school-year/

Oklahoma State Department of Education. (2015a). *Accountablity resources.* Retrieved from http://sde.ok.gov/sde/accountability-resources

Oklahoma State Department of Education. (2015b). *State testing resources.* Retrieved from http://sde.ok.gov/sde/assessment-administrator-resources-administrators

U.S. Department of Education. (2013). *Oklahoma ESEA Flexibility Request accountability addendum.* Retrieved from http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OK_Acct_Addendum-SDE_Revised-1-15-2014_0.pdf

U.S. Department of Education. *(2015). Oklahoma ESEA Flexibility Request.* Retrieved from http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/okrenewalreq7282015.pdf

Appendix A: Sample Oklahoma School Report Card

2014–15 Assessment Results

A-F Report Card

2014-2015

Grades PK - 05

District: OKLAHOMA UNION

53 I003 105

School: OKLAHOMA UNION ES

B+

89

2015 Student Achievement (50%)[1]

Subject	# of Students	Performance Index	Letter Grade
Reading	115	87	B
Mathematics	115	85	B
Science	44	66	D
Social Studies	44	93	A
Writing	***	***	***
Overall 2015 Student Performance Grade	**318**	**84**	**B**

Overall Student Growth (Progress Towards Proficiency) (25%)[2]

Subject	# of Students	Performance Index	Letter Grade
Reading	78	87	B
Mathematics	78	88	B
Overall 2015 Student Growth Grade	**156**	**88**	**B**

Bottom Quartile Student Growth (Progress Toward Proficiency)(25%) [3]

Subject	# of Students	Performance Index	Letter Grade
Reading	19	58	F
Mathematics	19	63	D
Overall Bottom Quartile Growth Grade	**38**	**61**	**D**

Bonus Points (Maximum 10 Points) [4]

Category	Points Earned
Attendance Rate	10 (>95%)
Total	**10**

FINAL GRADE **89** **B+**

School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

[1]2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

[2] Overall Student Growth: 25% of the grade is based on annual student learning gains as measured by Oklahoma s standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

[3] Bottom Quartile Student Growth: 25% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

[4] Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

*** Insufficient number of students' scores to display results.

Note: If the percent of students tested is less than 95%, the overall grade is dropped one letter grade. If the percent of students tested is less than 90%, the grade is reduced to an F.

A-F Report Card

2014-2015

Grades 06 - 08

District: OKLAHOMA UNION

53 I003 505

School: OKLAHOMA UNION MS

C-

70

2015 Student Achievement (50%)[1]

Subject	# of Students	Performance Index	Letter Grade
Reading	151	72	C
Mathematics/Algebra I	151	62	D
Science	53	51	F
Social Studies/Geography/US History	100	64	D
Writing	***	***	***
Overall 2015 Student Performance Grade	**455**	**65**	**D**

Overall Student Growth (Progress Towards Proficiency) (25%)[2]

Subject	# of Students	Performance Index	Letter Grade
Reading	142	81	B
Mathematics/Algebra I	143	66	D
Overall 2015 Student Growth Grade	**285**	**73**	**C**

Bottom Quartile Student Growth (Progress Toward Proficiency)(25%) [3]

Subject	# of Students	Performance Index	Letter Grade
Reading	35	51	F
Mathematics/Algebra I	35	34	F
Overall Bottom Quartile Growth Grade	**70**	**43**	**F**

Bonus Points (Maximum 10 Points) [4]

Category	Points Earned
Attendance Rate	6 (>95%)
Dropout Rate	2 (<5%)
Advanced Coursework	0 (Participation 12%)
Total	**8**

FINAL GRADE 70 C-

School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

[1]2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

[2] Overall Student Growth: 25% of the grade is based on annual student learning gains as measured by Oklahoma s standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

[3] Bottom Quartile Student Growth: 25% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

[4] Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

*** Insufficient number of students' scores to display results.

Note: If the percent of students tested is less than 95%, the overall grade is dropped one letter grade. If the percent of students tested is less than 90%, the grade is reduced to an F.

A-F Report Card

2014-2015

Grades 09 - 12

District: OKLAHOMA UNION

53 I003 705

School: OKLAHOMA UNION HS

B+

87

2015 Student Achievement (50%)[1]

Subject	# of Students	Performance Index	Letter Grade
English II/English III	106	87	B
Algebra I/Algebra II/Geometry	135	72	C
Biology I	57	84	B
US History	47	74	C
Overall 2015 Student Performance Grade	**345**	**79**	**C**

Overall Student Growth (Progress Towards Proficiency) (25%)[2]

Subject	# of Students	Performance Index	Letter Grade
English II	50	92	A
Algebra I	52	73	C
Overall 2015 Student Growth Grade	**102**	**82**	**B**

Bottom Quartile Student Growth (Progress Toward Proficiency)(25%) [3]

Subject	# of Students	Performance Index	Letter Grade
English II	12	75	C
Algebra I	13	69	D
Overall Bottom Quartile Growth Grade	**25**	**72**	**C**

Bonus Points (Maximum 10 Points) [4]

Category	Points Earned	
Cohort Graduation Rate	5	(>95%)
Advanced Coursework	1	(Performance 93%, Participation 85%)
College Entrance Exam	1	(Performance 38%, Participation 83%)
Low Performing Eighth Grade Cohort Rate	1	(>95%)
EOI Performance	0	(78%)
Year to Year Growth	1	
Total	**9**	

FINAL GRADE **87** **B+**

School Performance Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

[1]2015 Student Achievement: 50% of the overall grade is based on the Oklahoma School Testing Program assessments in grades three (3) through high school.

[2] Overall Student Growth: 25% of the grade is based on annual student learning gains as measured by Oklahoma s standardized assessments in reading and mathematics in grades three(3) through eight (8); and Algebra I and English II end-of-instruction tests.

[3] Bottom Quartile Student Growth: 25% of the grade is based on the growth of the bottom 25% of incoming students as measured by Oklahoma's standardized assessments in reading and mathematics in grades three(3) through eight(8); and Algebra I and English II end-of-instruction tests.

[4] Up to 10 bonus points are awarded for factors including attendance, dropout rate, advanced coursework, college entrance exams, graduation rate, overall performance and year to year growth. The categories for bonus points are determined by grades served at the site.

*** Insufficient number of students' scores to display results.

Note: If the percent of students tested is less than 95%, the overall grade is dropped one letter grade. If the percent of students tested is less than 90%, the grade is reduced to an F.

February 2016

Virginia Accountability Profile 2015–16 School Year

In Virginia, schools receive an accreditation rating based on whether they meet proficiency and graduation rate benchmarks, and all data are reported on state report cards. No composite index of performance is used. Additional college and career readiness indicators are used to distinguish between the state's highest-designated schools. Performance against proficiency annual measurable objectives (AMOs) is used to determine federal school designations. Virginia's latest report cards cover the 2014–15 school year.

How Do Multiple Measures Drive Accountability?

State Accountability Designations	Performance Measure	Accountability Determinations for Low-Performing Schools		AMOs (Annual Measurable Objectives)
		State	Federal	
Fully Accredited	Achievement Status, All Students	✓	✓	✓
Approaching Benchmark	Achievement Status, Subgroups		✓	✓
Improving	Achievement Growth, All Students			
Warned	Achievement Growth, Subgroups			
Reconstituted	Participation Rate		✓	✓
Accreditation Denied	Graduation Rate, All Students	✓	✓	✓
	Graduation Rate, Subgroups			✓
	Dropout Rate	✓		
	Attendance Rate			✓
	College and Career Readiness			

Subject	Achievement Growth	Achievement Status	Subgroups for Accountability Designations	Subgroups for AMOs
English language arts		✓	"Proficiency Gap Groups" are used for federal accountability designations. Subgroups are not used for accreditation ratings. ■ Gap Group 1: Students with disabilities, limited English proficient, and economically disadvantaged ■ Gap Group 2: Blacks (non-Hispanic) ■ Gap Group 3: Hispanics	■ Asian ■ Black ■ Hispanic ■ White ■ Economically disadvantaged ■ Limited English proficient ■ Students with disabilities
Mathematics		✓		
Science		✓		
Social studies		✓		

Standards and Statewide Assessments

Subject	Standards	Assessments
Mathematics/ELA	Virginia Standards of Learning (SOL) for Mathematics[a] Virginia SOL for ELA	SOL Assessments in mathematics (Grades 3–8) as well as Algebra I, Algebra II, and Geometry (EOC) SOL Assessments in reading (Grades 3–8 and EOC) and writing (Grade 8 and EOC)
	Aligned Standards of Learning (ASOL) for mathematics, reading, and writing	Virginia Alternate Assessment Program (VAAP) and Virginia Substitute Evaluation Program (VSEP)[b] in reading, writing, and mathematics (Grades 3–8 and high school)[c] DYNAMIC LEARNING MAPS
Science	Virginia SOL for Science	SOL assessments in science (Grades 5 and 8) and Earth Science, Biology, and Chemistry (EOC)
	ASOL for Science	VAAP and VSEP in science (Grades 5, 8, and EOC)
Social studies	Virginia SOL for History and Social Science	Geography, Virginia and U.S. History, World History I, and World History II (EOC) Civics and economics (Grade 7 or 8 content specific) and Virginia studies (Grade 4 or 5 content specific).
	ASOL for History and Social Science	VAAP and VSEP in social studies (EOC and content specific)
English-language proficiency	WIDA ASSETS Consortium English Language Development Standards WIDA	WIDA ACCESS for ELLs 2.0 (Grades 1–12) and Kindergarten ACCESS for ELLs

Note. ACCESS = Assessing Comprehension and Communication in English State-to-State; ASSETS=Assessment Services Supporting ELs through Technology Systems; ELA = English language arts; ELL = English language learner; EOC = end of course exam; WIDA = World-class Assessment and Design.

[a] English language arts and mathematics standards were approved by Achieve and the College Board as college and career ready.

[b] VSEP is an alternative method of assessing students who, by the nature of their disability, are unable to participate in the SOL assessments even with testing accommodations. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a standard or advanced studies diploma or to meet the requirements of a modified standard diploma through nontraditional means.

[c] Virginia is a member of the Dynamic Learning Maps (DLM) alternate assessment consortium. The DLM alternative assessment is under consideration for future use.

State Accountability for Schools

Virginia public schools receive an accreditation rating based on whether they meet benchmarks for proficiency in all core subjects and graduation rates. No composite index of school performance is used for the identification of low-performing schools. Performance for each measure, computed as described in the "State Accountability Calculations" section, is classified as either meeting the state benchmark, approaching the benchmark, demonstrating acceptable improvement from the previous year, or warranting a warning. Various combinations of these measure ratings result in an accreditation rating, as described in the "School Designation Determinations" section, which is included in all public schools' report cards.

- **Met** full accreditation benchmark
- **Approaching** accreditation benchmark
- **Improving** at acceptable rate
- **Warned** for not making acceptable improvement

Performance Measure	Subject	Elementary Schools and Middle Schools	High Schools	School Designation
Achievement	ELA	✗ ↑ ↔ ✓	✗ ↑ ↔ ✓	**Fully Accredited** **Approaching** **Improving** **Warned** **Reconstituted** **Accreditation Denied**
	Math	✗ ↑ ↔ ✓	✗ ↑ ↔ ✓	
	Science	✗ ↑ ↔ ✓	✗ ↑ ↔ ✓	
	Social studies	✗ ↑ ↔ ✓	✗ ↑ ↔ ✓	
Graduation and Completion Index		–	✗ ↑ ↔ ✓	
Participation rate	The participation rate does not drive school accreditation determinations. A participation rate for subgroups lower than 95% triggers identification as a Priority or Focus school. Non-Priority and non-Focus schools failing to meet reading or mathematics participation rates for any subgroup are required to use a state-determined comprehensive improvement planning tool to plan, monitor, and implement a strategy for improvement.			

Note. ELA = English language arts.

State Accountability Calculations

Virginia requires a minimum of 30 students for the calculation of each of the following performance measures (n = 30).

Achievement. Percentage of all students scoring proficient or advanced on the statewide assessment (out of four performance levels). Results are calculated for all students only—subgroup results are used for federal accountability only. Results from previous year, three-year average, or the four-year average may be used.

Graduation and Completion Index. Average level of high school degree earned by students in the four-year graduation cohort, calculated as the percentage progress toward a board-recognized diploma. Points are assigned to each student based on the following outcomes and are averaged:

- Board-Recognized Diploma . . . . . .**100 percent**
- General Education Diploma . . . . . .**75 percent**
- Student still in school . . . . . .**70 percent**
- Certificate of Program Completion . . .**25 percent**
- Dropout . . . . . .**0 percent**

English Learner Inclusion in English Language Arts Performance Calculations

- Limited English proficient (LEP) students within their first 12 months of enrollment in U.S. schools will take the ACCESS assessment and may have a one-time exemption from English language arts (ELA) Standards of Learning (SOL) assessments in Grades 3–8.
- For LEP students who do take ELA SOL assessments in their first year, non-proficient scores may be excluded from state and federal accountability results (proficient results may be included).
- All LEP students must take the ELA SOL assessment in their second year of enrollment and are included in achievement accountability calculations in that year.
- English language proficiency assessment may count toward ELA participation rates in the first year of enrollment, but the results are otherwise not used in the state accountability system.

School Designation Determinations

All schools are evaluated against the "Fully Accredited" proficiency score benchmarks below and high schools are also evaluated against the Graduation and Completion Index (GCI) benchmark (85 percent). All schools that fail to meet proficiency benchmarks are evaluated using the "Pass Rate" criteria to determine a lower accreditation level. High schools that meet all proficiency benchmarks but not the GCI benchmark are evaluated against the "GCI" criteria to determine a lower accreditation level.

School Accreditation Designation		Designation Criteria
Fully Accredited		■ Graduation and Completion Index (GCI) of at least 85% (HS). ■ Percentage of students scoring proficient or above for for core subjects meet the following benchmarks: English language arts . . . . **75%** Mathematics. . . . . **70%** Social studies . . . . . **70%** Science **70%**
Approaching Benchmark (Partially Accredited)	Pass rate[a]	■ All proficiency scores are within two percentage points of benchmarks.
	GCI (HS)[a]	■ GCI of 84%. ■ All proficiency benchmarks met.
Improving (Partially Accredited)	Pass rate	■ All proficiency scores are not within two percentage points of benchmarks but are significantly improved from previous year (varies between 2 and 15 points of improvement depending on subject and previous year's score).
	GCI (HS)	■ All proficiency scores meet benchmarks. ■ GCI is less than 84% but improved by at least one percentage point from previous year.
Warned (Partially Accredited)	Pass rate	■ All proficiency scores did not at least significantly improve.
	GCI (HS)	■ All proficiency scores meet benchmarks. ■ GCI did not at least significantly improve.
Reconstituted (Partially Accredited)		■ Proficiency scores and GCI fail to meet benchmarks for four consecutive years. ■ Permission is received from State Board to reconstitute.
Accreditation Denied		■ Proficiency scores and GCI fail to meet benchmarks for four consecutive years. ■ Permission is not received from State Board to reconstitute.

Note. HS = high schools.

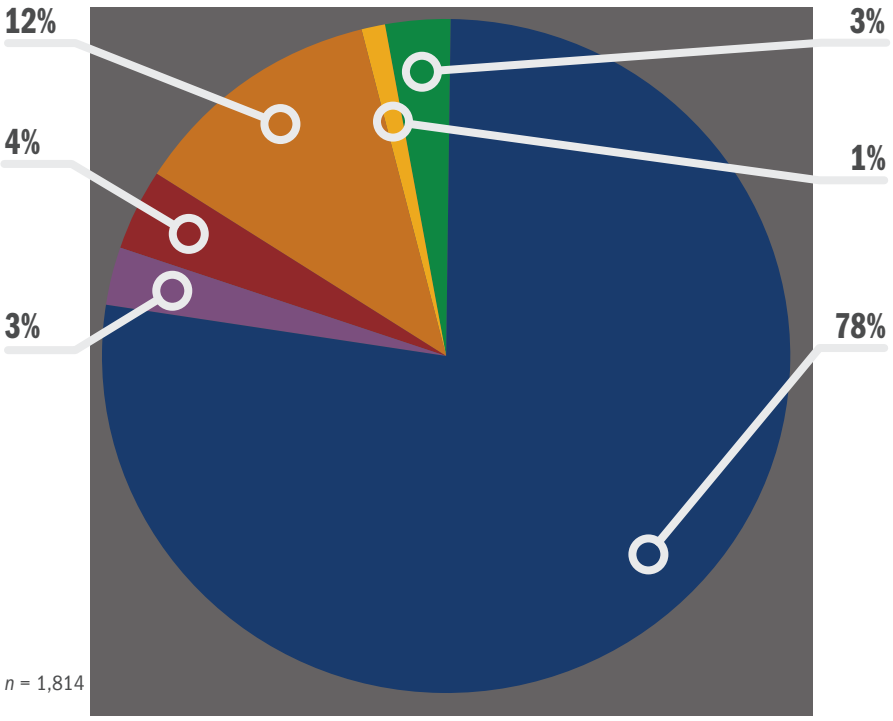
[a] These accreditation ratings are read as "Approaching Benchmark, Pass Rate" or "Approaching Benchmark, GCI."

Additional Distinctions for Fully Accredited Schools

Fully Accredited Schools may attain further distinction through the Virginia Performance Index (VPI), Blue Ribbon Schools program, or Title I Distinguished schools program. These programs in aggregate use the same metrics used for accreditation purposes as well as incorporating the following additional metrics:

- Proficiency rates for all subgroups and annual progress in proficiency across years
- Achievement gap closure
- Graduation rates for all subgroups
- Progress in Grade 3 reading proficiency
- Progress in Grade 5 reading and writing proficiency
- Progress in Grade 8 algebra enrollment
- Progress in Grade 8 reading and writing proficiency
- Number of consecutive years of full accreditation status
- Foreign languages offered in elementary grades
- Award earned for Governor's Nutrition and Physical Activity Scorecard Program
- College and Career Readiness metrics (annual progress in any of the following):
- Drop-out rate
- Six-year graduation rate
- AP/IB/dual enrollment
- Science, technology, engineering, and mathematics AP/IB/dual enrollment
- CTE certification
- Advanced studies diplomas earned
- Graduates' enrollment in calculus, chemistry or physics
- Graduates' scoring advanced on end of course exams for English language arts and Algebra II
- Students earning Uniform Certificate of General Studies or an associate's degree concurrent with high school diploma

School Accreditation Ratings, 2014–15



Zero schools received an accreditation rating of Approaching Benchmark–GCI, Improving School–GCI, Warned School–GCI, or Reconstituted School (Partially Accredited).

Annual Measurable Objectives

Annual measurable objectives (AMOs) are long-term and annual performance goals set by states for all public schools against which performance is measured and publicly reported. States are federally required to set AMOs for math and English language arts proficiency on statewide assessments, participation rate on statewide assessments, and the four-year adjusted cohort graduation rate (or other academic indicator for elementary and middle schools) for all disaggregated subgroups. Some states use additional AMOs.

In Virginia, school performance against reading and mathematics proficiency and participation rate AMOs is used to drive federal accountability designations (Priority and Focus schools). Performance against graduation rate AMOs is not used to drive accountability designations. Virginia requires a minimum of 30 students for the calculation of school performance against each of the following AMOs.

Performance Measure	Goals
Proficiency (reading and mathematics)	For the "all students" group, reduce by half the proficiency gap with the school scoring at the 90th proficiency percentile, within six years (by 2016–17 school year), using 2010–11 baseline data for reading and 2011–12 baseline data for mathematics. Each disaggregated subgroup and proficiency gap group assumes the same long-term AMO as that set for "all students." Annual goals in equal increments toward long-term AMO. Subgroups with a previous year proficiency rate higher than current year target must show progress over previous year to meet AMO; however, subgroups attaining 90% proficiency automatically meet AMO. Targets may be met by most recent academic year's results or by a three-year average proficiency rate.
Federal graduation indicator	80% annual goal for all students, disaggregated subgroups, and proficiency gap groups. The Federal Graduation Indicator is the highest of the four-year, five-year, and six-year adjusted cohort graduation rates. The AMO can also be met by reducing the nonattainment rate by 10% over the prior year for the four-year cohort rate.
Participation rate	95% annual goal for all students, disaggregated subgroups, and proficiency gap groups.
Attendance rate[a]	94% annual goal for all students, disaggregated subgroups, and proficiency gap groups.
Proficiency (science, history, and writing)[a]	Annual goals for all students, disaggregated subgroups, and proficiency gap groups: Science—70% proficiency History—70% proficiency Writing—70% proficiency

[a] Attendance rate and proficiency in science, history, and writing are "other academic indicators" for federal reporting purposes.

Federal Accountability Categories

States receiving flexibility from particular requirements of the Elementary and Secondary Education Act (ESEA flexibility) are required to identify the lowest-performing Title I schools based on all students' achievement as Priority schools, the lowest-performing Title I schools based on subgroup performance as Focus schools, and the highest-performing or highest-progressing Title I schools as Reward schools.

Virginia considers Title I schools only in its determinations of Priority, Focus and Reward schools.

School Category	Identification Criteria
 **Priority**	Schools that meet any of the following criteria (up to 5% of Title I schools): ■ Federal graduation indicator (FGI) 60% or less for two or more consecutive years ■ Participation rate for all students less than 95% for three consecutive years ■ Among the lowest performing schools as ranked by the sum of the differences between "all students" mathematics and reading proficiency rates and their respective AMOs
 **Focus**	Schools that meet any of the following criteria (up to 10% of Title I schools): ■ Participation rate less than 95% for any proficiency gap group for reading or mathematics for a single year ■ Among the lowest performing proficiency gap groups, as ranked by the sum of the differences between the gap groups' mathematics and reading proficiency rates and their respective AMOs
 **Reward ("highest performing")**	Schools that earn recognition through one of the following state or federal programs: ■ Virginia Index of Performance Schools ■ National Blue Ribbon School ■ Title I Distinguished Schools
 **Reward ("high progress")**	
 **Other Title I schools (per ESEA flexibility request; U.S. Department of Education, 2015, Section 2.F.)**	Non-Priority and non-Focus Title I schools failing to meet reading or mathematics participation or performance AMOs or the FGI for any subgroup, including all students, proficiency gap groups and disaggregated subgroups, as well as schools not Fully Accredited, are required to use a state-determined improvement planning tool to plan, monitor, and implement improvement strategies. Title I high schools that do not meet the FGI AMO are required to use the Virginia Early Warning System to plan, monitor, and implement improvement strategies.

References and Resources

Data for this profile were obtained from the following websites:

Center on Standards and Assessment Implementation. (2015). State of the states. Retrieved from http://www.csai-online.org/sos

Education Commission of the States. (2015). State summative assessments: 2015–16 school year. Retrieved from http://www.ecs.org/state-summative-assessments-2015-16-school-year/

Virginia Department of Education. (2015). Statistics & reports: Accreditation & federal reports. Retrieved from http://www.doe.virginia.gov/statistics_reports/accreditation_federal_reports/

Virginia Department of Education. (2015). Standards of learning (SOL) & testing. Retrieved from http://www.doe.virginia.gov/testing/index.shtml

U.S. Department of Education. (2013). Virginia ESEA Flexibility Request accountability addendum. Retrieved from http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/va.html

U.S. Department of Education. (2015). Virginia ESEA Flexibility Request. Retrieved from http://www2.ed.gov/policy/eseaflex/approved-requests/va4req32015.pdf

Appendix A: Sample Virginia High School Report Card

2014–15 Assessment Results

Mount Vernon High

8515 Old Mount Vernon Rd, Alexandria, VA 22309

Fairfax County Public Schools

Principal: Esther Manns
(703) 619-3100

Superintendent: Dr. Karen K Garza
(571) 423-1010

The Commonwealth of Virginia is committed to providing a quality education for all students. The Virginia School Report Card provides transparent information about the performance of Virginia's schools. School accreditation and federal accountability ratings for a specific school year are based on student achievement on tests taken during the previous academic year.

2015 - 2016 Summary of Accountability Results		
State Accreditation Status	Federal Accountability	
Fully Accredited	Title I Priority: No	Title I Focus: No

State Accreditation Results for All Students

This table summarizes the data used in calculating the state accreditation status of the school and is reported for the "all students" group.

State Accreditation Results for All Students

Subject	Accreditation Benchmark	2013 - 2014		2014 - 2015		2015 - 2016		
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	Met Accreditation Benchmark
English	75	85	91	87	88	85	86	YES
Mathematics	70	54	63	65	57	70	63	YES
History	70	80	80	79	80	81	80	YES
Science	70	70	79	71	75	77	73	YES
Graduation and Completion Index	85	91	90	92	91	90	91	YES

Key: YES = Met benchmark based on current year results
AB = Met benchmark based on Alternative Benchmark
- = No data for group
< = A group below state definition for personally identifiable results
* = Data not yet available
N/A = Not applicable
3YR = Met benchmark based on the 3 year average result
4YR = Met benchmark based on the 4 year average result
NO-A = Did not meet benchmark but is within the narrow margin
NO-I = Did not meet benchmark but satisfies the criteria for improvement
NO-W = Did not meet benchmark or criteria for narrow margin or improvement
NO = Did not meet benchmark

Proficiency Gap Dashboard for Federal Accountability

Under Virginia's approved Elementary and Secondary Education Act waiver application, schools must meet increasing targets — referred to as Annual Measurable Objectives (AMOs) — in reading and mathematics for all students, three "Proficiency Gap Groups," and other subgroups in order to meet federal accountability requirements. Schools have three ways to meet the AMOs: test results from the most recently completed school year, test results based on a three-year average, or by reducing the failure rate by 10 percent. High schools must also meet the federal graduation indicator for all groups. "Proficiency Gaps" report the differences in performance of traditionally underperforming student subgroups as compared with established AMOs. The AMOs vary by Proficiency Gap Group based on performance of students in each group on SOL tests administered in 2014-2015; however, AMOs in reading and mathematics will increase annually until 2017-2018 when the reading objective will be 78 for all groups and the mathematics objective will be 73 percent for all groups.

Proficiency Gap Dashboard for Federal Accountability

	Reading			Mathematics		
	AMO Target	AMO Result	Met AMO Target	AMO Target	AMO Result	Met AMO Target
All Students	72	87	YES	68	67	R10
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	65	79	YES	63	60	NO
Gap Group 2 - Black Students	64	84	YES	62	64	YES
Gap Group 3 - Hispanic Students	66	83	YES	65	61	R10

Key: YES = Met objective based on the current year result
TS = Too small; objective not evaluated due to too few students
NO = Did not meet objective
- = No data for group
N/A = Not applicable
3YR = Met objective based on the 3 year average result
R10 = Met objective by reducing failure rate by at least 10 percent
< = A group below state definition for personally identifiable results
* = Data not yet available

Detailed student performance data for all subgroups, including state and federal graduation data, are available on subsequent pages.

Federal Annual Measurable Objectives

Under federal requirements, Virginia is required to establish annual measurable objectives (AMOs) for proficiency in reading and mathematics test participation and performance for all subgroups. In addition, schools with a graduating class must meet federal graduation requirements for all subgroups of students. The table below displays whether or not the subgroups represented at the school met federal AMOs. More detailed federal AMO data are available in this report card. **Schools with one or more subgroups not meeting a minimum passing rate target— and not identified as a Title I Priority or Title I Focus school — are required to implement an improvement plan. Title I Priority and Focus schools have additional requirements.**

Federal Annual Measurable Objectives		
Participation	2015-2016	
	Reading	Mathematics
All Students	YES	YES
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES	YES
Gap Group 2 - Black Students	YES	YES
Gap Group 3 - Hispanic Students	YES	YES
Asian	YES	YES
Economically Disadvantaged	YES	YES
Limited English Proficient	YES	YES
Students with Disabilities	YES	YES
White	YES	YES
Performance	2015-2016	
	Reading	Mathematics
All Students	YES-MP	YES-R10
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES-MP	NO
Gap Group 2 - Black Students	YES-MP	YES
Gap Group 3 - Hispanic Students	YES	YES-R10
Asian	YES-CI	YES-CI
Economically Disadvantaged	YES-MP	NO
Limited English Proficient	YES	YES-R10
Students with Disabilities	YES	NO
White	YES-MP	YES-MP
Federal Graduation Indicator (FGI)	2015-2016	
All Students	YES	
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	YES-5YR	
Gap Group 2 - Black Students	YES	
Gap Group 3 - Hispanic Students	YES-5YR	
Asian	YES	
Economically Disadvantaged	YES-R10	
Limited English Proficient	YES-5YR	
Students with Disabilities	NO	
White	YES	

Key: YES = Met objective

YES-3YR = Met objective based on the 3 year average result

YES-5YR = Met objective with 5-year FGI

YES-6YR = Met objective with 6-year FGI

YES-R10 = Met objective by reducing failure rate by at least 10 percent

YES–MP = Maintain Progress: Current year pass rate equal to prior year's pass rate, or stayed within 5%

YES–CI = Continuous Improvement: Met starting pass rate (which exceeds Year 6 pass rate) and made continuous improvement as compared to prior year

NO = Did not meet objective

TS = Too small, objective not evaluated due to too few students

* = Data not yet available

- = No data for group

N/A = Not applicable

School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2012-2013	2013-2014	2014-2015
09 - Grade 9	578	595	541
10 - Grade 10	469	531	525
11 - Grade 11	451	479	500
12 - Grade 12	437	414	445
PG - Post Graduate	2	1	-
Total Students	1,937	2,020	2,011

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
	Count / Percentage		
Program type	2012-2013	2013-2014	2014-2015
Advanced Placement Test Taken Preliminary Results	<	<	96 / 4.77%
Advanced Placement course enrollment	<	<	98 / 4.87%
Dual Enrollment enrollment	29 / 1.5%	26 / 1.29%	14 / .7%
IB Course enrollment	390 / 20.16%	392 / 19.42%	427 / 21.23%
IB Exam Taken	183 / 9.46%	186 / 9.21%	223 / 11.09%
Seniors enrolled in IB Program	20 / 1.03%	19 / .94%	21 / 1.04%

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Percentage of Students Passing and Tested in English Reading and Mathematics

Only student subgroups represented are listed.

Student Subgroup	Type	2012-2013			2013-2014			2014-2015			
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested	Current Year AMO
English Performance											
All Students	School	84	99	1	88	99	1	87	99	1	72
	Division	82	100	0	81	100	0	85	100	0	72
	State	75	100	0	74	100	0	79	100	0	72
Female	School	84	99	1	89	98	2	87	99	1	-
	Division	84	100	0	83	100	0	87	100	0	-
	State	77	100	0	78	100	0	82	100	0	-
Male	School	84	98	2	87	100	0	87	99	1	-
	Division	80	100	0	79	100	0	83	100	0	-
	State	72	100	0	71	100	0	76	100	0	-
Black	School	83	98	2	83	99	1	84	100	0	64
	Division	68	100	0	68	100	0	74	100	0	64
	State	59	100	0	59	100	0	65	100	0	64
Hispanic	School	77	98	2	88	99	1	83	99	1	66
	Division	66	100	0	64	100	0	70	100	0	66
	State	65	100	0	65	100	0	71	100	0	66
White	School	92	99	1	97	99	1	93	100	0	76
	Division	90	100	0	89	100	0	92	100	0	76
	State	82	100	0	82	100	0	86	100	0	76
Asian	School	90	100	0	81	100	0	95	97	3	80
	Division	88	100	0	88	100	0	92	100	0	80
	State	87	100	0	87	100	0	90	100	0	80
American Indian	School	<	<	<	-	-	-	<	<	<	-
	Division	74	100	0	72	99	1	82	100	0	-
	State	72	100	0	72	100	0	77	100	0	-
Native Hawaiian	School	<	<	<	<	<	<	<	<	<	-
	Division	84	100	0	86	100	0	84	99	1	-
	State	77	100	0	78	100	0	82	99	1	-
Two or more races	School	90	100	0	89	100	0	92	96	4	-
	Division	86	100	0	87	100	0	90	100	0	-
	State	78	100	0	78	100	0	82	100	0	-
Students with Disabilities	School	64	98	2	70	97	3	58	100	0	54
	Division	56	100	0	56	99	1	58	99	1	54
	State	43	99	1	43	99	1	45	99	1	54
Economically Disadvantaged	School	79	98	2	83	98	2	79	98	2	65
	Division	63	100	0	62	100	0	68	100	0	65
	State	59	100	0	59	100	0	66	100	0	65
Limited English Proficient	School	60	99	1	79	98	2	66	100	0	61
	Division	59	100	0	59	100	0	65	100	0	61
	State	54	100	0	54	100	0	61	100	0	61
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	76	98	2	83	98	2	79	99	1	65
	Division	65	100	0	65	100	0	70	100	0	65
	State	59	100	0	59	100	0	65	100	0	65
Gap Group 2 - Black Students	School	83	98	2	83	99	1	84	100	0	64
	Division	68	100	0	68	100	0	74	100	0	64
	State	59	100	0	59	100	0	65	100	0	64
Gap Group 3 - Hispanic Students	School	77	98	2	88	99	1	83	99	1	66
	Division	66	100	0	64	100	0	70	100	0	66
	State	65	100	0	65	100	0	71	100	0	66
Mathematics Performance											
All Students	School	53	99	1	63	98	2	67	99	1	68
	Division	79	100	0	81	99	1	83	99	1	68
	State	71	99	1	74	99	1	79	99	1	68
Female	School	54	99	1	64	98	2	69	98	2	-
	Division	80	100	0	82	99	1	85	99	1	-

		2012-2013			2013-2014			2014-2015			
	State	73	100	0	76	100	0	82	100	0	-
Male	School	53	99	1	62	98	2	66	99	1	-
	Division	78	99	1	80	99	1	82	99	1	-
	State	70	99	1	72	99	1	77	99	1	-
Black	School	52	99	1	61	98	2	64	99	1	62
	Division	63	99	1	66	99	1	71	99	1	62
	State	55	99	1	60	99	1	67	99	1	62
Hispanic	School	45	99	1	56	98	2	61	98	2	65
	Division	61	99	1	64	99	1	68	99	1	65
	State	64	99	1	67	99	1	73	99	1	65
White	School	63	99	1	75	99	1	77	99	1	71
	Division	86	100	0	88	100	0	90	99	1	71
	State	77	100	0	80	100	0	85	100	0	71
Asian	School	69	100	0	71	100	0	88	98	2	82
	Division	90	100	0	91	100	0	93	100	0	82
	State	88	100	0	90	100	0	93	100	0	82
American Indian	School	<	<	<	<	<	<	<	<	<	-
	Division	67	100	0	74	98	2	79	99	1	-
	State	67	99	1	71	99	1	77	99	1	-
Native Hawaiian	School	<	<	<	<	<	<	<	<	<	-
	Division	82	100	0	84	98	2	87	99	1	-
	State	75	100	0	80	99	1	85	99	1	-
Two or more races	School	58	100	0	71	98	2	75	100	0	-
	Division	83	100	0	85	99	1	88	99	1	-
	State	74	99	1	77	99	1	82	99	1	-
Students with Disabilities	School	26	99	1	37	96	4	34	98	2	57
	Division	50	99	1	52	99	1	55	98	2	57
	State	41	99	1	43	99	1	48	99	1	57
Economically Disadvantaged	School	48	98	2	58	97	3	61	99	1	63
	Division	61	99	1	63	99	1	67	99	1	63
	State	57	99	1	61	99	1	68	99	1	63
Limited English Proficient	School	45	100	0	52	98	2	57	98	2	59
	Division	60	99	1	62	99	1	66	99	1	59
	State	59	99	1	62	99	1	67	99	1	59
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	47	99	1	56	98	2	60	98	2	63
	Division	63	99	1	66	99	1	69	99	1	63
	State	57	99	1	61	99	1	68	99	1	63
Gap Group 2 - Black Students	School	52	99	1	61	98	2	64	99	1	62
	Division	63	99	1	66	99	1	71	99	1	62
	State	55	99	1	60	99	1	67	99	1	62
Gap Group 3 - Hispanic Students	School	45	99	1	56	98	2	61	98	2	65
	Division	61	99	1	64	99	1	68	99	1	65
	State	64	99	1	67	99	1	73	99	1	65

Key: < = A group below state definition for personally identifiable results

- = No data for group

* = Data not yet available

Other Academic Indicators

Only student subgroups represented are listed.

Student Subgroup	Type	2012-2013 Passed	2012-2013 Tested	2013-2014 Passed	2013-2014 Tested	2014-2015 Passed	2014-2015 Tested
Writing Performance							
All Students	School	85	99	86	100	79	99
	Division	85	95	84	95	85	97
	State	76	97	75	97	77	97
Female	School	87	100	92	100	80	99
	Division	88	96	88	96	88	97
	State	81	98	81	98	83	98
Male	School	83	99	80	100	79	100
	Division	82	95	81	95	82	97
	State	71	97	70	97	72	97
Black	School	80	98	82	100	75	99
	Division	71	96	70	96	72	98
	State	61	98	60	97	63	96
Hispanic	School	84	99	79	99	73	99
	Division	70	87	69	87	69	94
	State	70	91	69	91	70	94
White	School	88	100	98	100	91	100
	Division	91	99	91	98	92	99
	State	82	99	81	99	83	99
Asian	School	93	100	97	100	84	100
	Division	92	95	92	95	92	97
	State	89	96	89	96	90	97
American Indian	School	<	100	-	-	<	100
	Division	67	97	80	95	78	93
	State	73	96	74	98	73	98
Native Hawaiian	School	<	100	<	100	<	100
	Division	82	97	88	93	87	94
	State	81	99	81	97	83	95
Two or more races	School	93	100	78	100	90	97
	Division	87	99	87	99	89	99
	State	79	99	79	99	81	99
Students with Disabilities	School	57	97	54	100	55	100
	Division	53	91	54	90	50	97
	State	41	95	39	95	40	96
Economically Disadvantaged	School	78	98	78	100	73	99
	Division	66	87	66	87	66	94
	State	61	95	59	95	63	96
Limited English Proficient	School	72	98	70	99	57	100
	Division	60	78	59	78	53	87
	State	56	79	54	79	50	86
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	77	98	76	100	72	99
	Division	67	89	67	89	66	94
	State	59	95	58	95	61	96
Gap Group 2 - Black Students	School	80	98	82	100	75	99
	Division	71	96	70	96	72	98
	State	61	98	60	97	63	96
Gap Group 3 - Hispanic Students	School	84	99	79	99	73	99
	Division	70	87	69	87	69	94
	State	70	91	69	91	70	94
History Performance							
All Students	School	78	99	78	99	80	99
	Division	89	97	90	96	90	98
	State	85	99	84	98	86	99
Female	School	73	99	75	99	76	99
	Division	89	97	89	96	89	98
	State	84	99	84	99	86	99

Student Subgroup	Type	2012-2013		2013-2014		2014-2015	
		Passed	Tested	Passed	Tested	Passed	Tested
Male	School	82	99	81	99	84	98
	Division	90	97	90	96	90	98
	State	86	99	85	98	87	99
Black	School	75	98	72	99	76	99
	Division	81	97	80	97	82	98
	State	74	99	73	99	76	99
Hispanic	School	68	98	72	99	73	97
	Division	76	93	77	89	76	95
	State	79	95	78	93	79	96
White	School	93	100	90	99	92	99
	Division	95	99	95	99	95	99
	State	90	99	89	99	91	99
Asian	School	82	100	93	100	97	99
	Division	95	97	95	96	95	99
	State	94	98	94	97	95	99
American Indian	School	<	100	<	100	<	100
	Division	87	98	86	98	92	98
	State	83	99	83	98	88	98
Native Hawaiian	School	<	100	<	100	<	100
	Division	93	99	90	94	90	97
	State	87	99	86	98	88	99
Two or more races	School	82	100	90	98	86	100
	Division	92	99	93	99	94	99
	State	87	99	87	99	89	99
Students with Disabilities	School	64	96	51	98	53	98
	Division	69	96	68	95	67	97
	State	60	98	58	98	60	98
Economically Disadvantaged	School	68	98	71	99	72	98
	Division	75	93	76	90	75	95
	State	74	98	73	97	76	98
Limited English Proficient	School	58	99	61	99	63	98
	Division	73	88	73	84	70	93
	State	72	89	70	86	69	93
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	69	98	70	99	72	98
	Division	78	94	78	91	77	96
	State	74	97	73	97	75	98
Gap Group 2 - Black Students	School	75	98	72	99	76	99
	Division	81	97	80	97	82	98
	State	74	99	73	99	76	99
Gap Group 3 - Hispanic Students	School	68	98	72	99	73	97
	Division	76	93	77	89	76	95
	State	79	95	78	93	79	96
Science Performance							
All Students	School	68	99	70	98	75	98
	Division	83	97	84	96	84	99
	State	81	99	80	98	82	99
Female	School	68	99	68	99	74	98
	Division	83	97	84	96	85	99
	State	80	99	80	99	82	99
Male	School	69	99	72	98	76	98
	Division	83	97	84	96	84	99
	State	81	99	80	98	82	99
Black	School	65	99	67	98	71	99
	Division	66	97	69	97	72	99
	State	65	99	64	99	68	99
Hispanic	School	58	98	61	98	67	97
	Division	65	92	66	89	67	98
	State	71	95	70	93	71	99
White	School	86	99	83	99	87	99

Student Subgroup	Type	2012-2013		2013-2014		2014-2015	
		Passed	Tested	Passed	Tested	Passed	Tested
	Division	92	99	92	99	92	99
	State	88	99	87	99	89	100
Asian	School	78	100	82	97	92	96
	Division	90	97	92	97	92	100
	State	90	98	91	97	92	100
American Indian	School	<	100	<	100	<	100
	Division	76	96	78	96	80	98
	State	78	98	81	97	80	99
Native Hawaiian	School	<	100	<	100	<	100
	Division	82	98	88	96	89	99
	State	84	98	84	98	87	99
Two or more races	School	71	100	82	100	79	100
	Division	88	99	90	99	90	99
	State	85	99	83	99	86	99
Students with Disabilities	School	42	99	43	95	46	97
	Division	55	95	57	94	57	98
	State	51	98	51	97	51	99
Economically Disadvantaged	School	59	98	60	98	66	97
	Division	62	92	64	90	65	98
	State	67	97	66	97	69	99
Limited English Proficient	School	44	99	46	97	52	97
	Division	59	88	60	85	57	98
	State	61	90	59	87	56	99
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	58	98	60	98	66	98
	Division	66	93	68	91	67	98
	State	67	97	66	97	68	99
Gap Group 2 - Black Students	School	65	99	67	98	71	99
	Division	66	97	69	97	72	99
	State	65	99	64	99	68	99
Gap Group 3 - Hispanic Students	School	58	98	61	98	67	97
	Division	65	92	66	89	67	98
	State	71	95	70	93	71	99

Key: < = A group below state definition for personally identifiable results

- = No data for group

* = Data not yet available

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2012-2013 Percentage	2013-2014 Percentage	2014-2015 Percentage
Attendance Rate				
All Students	School	94	95	94
	Division	96	96	96
	State	95	96	95
Black	School	95	95	95
	Division	96	97	96
	State	95	96	95
Hispanic	School	93	94	92
	Division	95	95	95
	State	95	95	95
White	School	94	95	94
	Division	96	96	96
	State	95	96	95
Asian	School	96	96	95
	Division	97	97	97
	State	97	97	97
Students with Disabilities	School	91	92	91
	Division	94	95	95
	State	94	94	94
Economically Disadvantaged	School	93	94	93
	Division	95	96	95
	State	94	95	95
Limited English Proficient	School	94	94	93
	Division	95	96	96
	State	95	96	96
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	93	94	93
	Division	95	96	95
	State	94	95	95

Notes:

Attendance Rate: average daily attendance percentage

Key: < = A group below state definition for personally identifiable results

- = No data for group

* = Data not yet available

Federal Graduation Indicator

High schools, school divisions and the state must meet annual objectives for the percentage of students who graduate with a Standard or Advanced Studies Diploma. This objective is known as the Federal Graduation Indicator to distinguish it from the Virginia On-Time Graduation Rate, which includes all Board of Education-approved diplomas. The Annual Measurable Objective for the Federal Graduation Indicator is 80%.

Federal Graduation Indicator

Student Subgroup	Type	Percent of students who earned a standard or advanced studies diploma in: 2014 Cohort Four Years	2013 Cohort Five Years	2012 Cohort Six Years
All Students	School	82	87	88
	Division	87	89	89
	State	85	86	85
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	73	80	81
	Division	72	76	77
	State	73	75	74
Gap Group 2 - Black Students	School	82	85	90
	Division	81	82	85
	State	79	79	78
Gap Group 3 - Hispanic Students	School	73	83	77
	Division	70	74	73
	State	76	79	78
Asian	School	84	95	93
	Division	91	93	93
	State	90	93	93
Economically Disadvantaged	School	74	81	84
	Division	71	77	81
	State	75	78	77
Limited English Proficient	School	72	81	77
	Division	65	73	73
	State	67	74	74
Students with Disabilities	School	56	68	67
	Division	66	69	71
	State	53	55	52
White	School	94	92	95
	Division	94	94	94
	State	89	90	89
Female	School	86	92	93
	Division	89	91	91
	State	89	89	89
Male	School	79	82	83
	Division	85	87	87
	State	82	83	82
Black	School	82	85	90
	Division	81	82	85
	State	79	79	78
Hispanic	School	73	83	77
	Division	70	74	73
	State	76	79	78
American Indian	School	NA	100	100
	Division	85	81	89
	State	84	79	80
Native Hawaiian	School	100	100	100
	Division	81	94	95
	State	89	88	91
Two or more races	School	86	95	94
	Division	91	93	94
	State	88	90	91

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2012-2013				2013-2014				2014-2015			
		Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
English: Reading													**Grade 8**
All Students	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	22	60	**82**	18	19	61	**80**	20	20	63	**83**	17
	State	12	59	**71**	29	11	59	**70**	30	11	64	**75**	25
Female	School	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
	Division	-	-	**-**	-	21	60	**82**	18	22	63	**85**	15
	State	-	-	**-**	-	13	61	**74**	26	13	66	**79**	21
Hispanic	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	10	55	**65**	35	9	53	**62**	38	9	55	**64**	36
	State	7	56	**63**	37	7	55	**62**	38	8	58	**65**	35
Students with Disabilities	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	7	42	**48**	52	8	40	**48**	52	9	39	**48**	52
	State	7	28	**35**	65	7	28	**35**	65	8	29	**37**	63
Economically Disadvantaged	School	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
	Division	-	-	**-**	-	8	52	**60**	40	8	53	**62**	38
	State	-	-	**-**	-	5	49	**54**	46	5	55	**60**	40
Limited English Proficient	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	7	42	**49**	51	8	39	**47**	53	9	34	**43**	57
	State	4	40	**45**	55	5	35	**40**	60	6	34	**41**	59
English: Reading													**High School**
All Students	School	2	82	**84**	16	4	84	**88**	12	7	80	**87**	13
	Division	10	83	**93**	7	14	80	**94**	6	16	77	**93**	7
	State	8	81	**89**	11	10	80	**90**	10	9	80	**89**	11
Female	School	3	82	**84**	16	5	84	**89**	11	6	81	**87**	13
	Division	10	84	**94**	6	14	80	**94**	6	18	76	**94**	6
	State	9	81	**90**	10	10	80	**91**	9	10	81	**91**	9
Male	School	2	82	**84**	16	3	84	**87**	13	7	79	**87**	13
	Division	9	83	**93**	7	14	79	**93**	7	14	78	**92**	8
	State	8	80	**88**	12	9	79	**88**	12	8	80	**87**	13
Black	School	2	81	**83**	18	1	82	**82**	18	4	80	**84**	16
	Division	4	83	**87**	13	4	82	**87**	13	6	80	**87**	13
	State	3	77	**80**	20	3	79	**82**	18	3	78	**81**	19
Hispanic	School	1	76	**77**	23	5	83	**88**	12	5	78	**83**	17
	Division	3	82	**85**	15	5	82	**87**	13	6	80	**85**	15
	State	4	79	**83**	17	5	79	**85**	15	4	80	**84**	16
White	School	4	88	**92**	8	8	89	**97**	3	12	81	**93**	7
	Division	13	84	**97**	3	19	78	**97**	3	21	75	**97**	3
	State	11	82	**93**	7	13	81	**93**	7	11	82	**93**	7
Asian	School	3	86	**90**	10	0	81	**81**	19	11	84	**95**	5
	Division	10	85	**95**	5	16	79	**95**	5	20	75	**95**	5
	State	10	82	**92**	8	15	78	**93**	7	15	78	**93**	7
American Indian	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	8	84	**92**	8	-	-	**-**	-	16	76	**92**	8
	State	6	82	**88**	12	-	-	**-**	-	7	82	**89**	11
Native Hawaiian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	17	83	**100**	0	7	93	**100**	0	7	87	**93**	7
	State	7	86	**93**	7	8	82	**90**	10	5	83	**88**	12
Two or more races	School	3	86	**90**	10	4	85	**89**	11	8	85	**92**	8
	Division	11	84	**95**	5	19	78	**97**	3	17	78	**96**	4
	State	9	83	**92**	8	12	81	**93**	7	9	83	**92**	8
Students with Disabilities	School	4	58	**63**	37	2	68	**69**	31	7	51	**58**	42
	Division	6	67	**73**	27	7	67	**74**	26	8	62	**70**	30
	State	6	56	**62**	38	6	56	**62**	38	7	52	**59**	41
Economically Disadvantaged	School	2	76	**79**	21	2	81	**82**	18	4	76	**79**	21

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2012-2013 Adv	Prof	Pass	Fail	2013-2014 Adv	Prof	Pass	Fail	2014-2015 Adv	Prof	Pass	Fail
	Division	2	82	**84**	16	4	81	**85**	15	5	79	**84**	16
	State	3	76	**79**	21	3	78	**81**	19	3	77	**81**	19
Limited English Proficient	School	1	58	**59**	41	0	79	**79**	21	1	65	**66**	34
	Division	1	75	**76**	24	2	77	**79**	21	2	73	**75**	25
	State	1	65	**65**	35	1	69	**70**	30	1	68	**70**	30
English: Writing													**High School**
All Students	School	20	65	**85**	15	13	73	**86**	14	13	66	**79**	21
	Division	39	54	**93**	7	33	59	**92**	8	39	51	**90**	10
	State	25	62	**87**	13	21	63	**84**	16	23	60	**83**	17
Female	School	24	63	**87**	13	14	77	**92**	8	14	66	**80**	20
	Division	42	52	**95**	5	37	57	**94**	6	44	48	**92**	8
	State	28	62	**90**	10	25	63	**88**	12	27	60	**87**	13
Male	School	16	68	**83**	17	11	69	**80**	20	12	67	**79**	21
	Division	36	56	**92**	8	29	61	**90**	10	34	54	**88**	12
	State	21	62	**83**	17	18	62	**81**	19	19	60	**79**	21
Black	School	17	63	**80**	20	6	76	**82**	18	10	65	**75**	25
	Division	20	67	**87**	13	14	69	**83**	17	17	63	**81**	19
	State	9	67	**76**	24	7	65	**72**	28	8	63	**71**	29
Hispanic	School	12	72	**84**	16	9	70	**79**	21	7	66	**73**	27
	Division	16	70	**86**	14	12	72	**84**	16	16	63	**79**	21
	State	14	69	**83**	17	13	67	**80**	20	14	64	**78**	22
White	School	30	58	**88**	12	24	73	**98**	3	23	68	**91**	9
	Division	49	47	**96**	4	42	54	**96**	4	50	45	**95**	5
	State	31	60	**91**	9	27	62	**89**	11	29	59	**88**	12
Asian	School	29	64	**93**	7	13	84	**97**	3	16	69	**84**	16
	Division	48	49	**96**	4	42	53	**95**	5	49	44	**94**	6
	State	40	52	**93**	7	38	54	**91**	9	43	48	**91**	9
American Indian	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	28	64	**92**	8	-	-	**-**	-	39	43	**83**	17
	State	15	73	**88**	12	-	-	**-**	-	17	60	**77**	23
Native Hawaiian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	32	68	**100**	0	27	67	**93**	7	21	64	**86**	14
	State	25	61	**86**	14	19	68	**87**	13	23	63	**86**	14
Two or more races	School	24	69	**93**	7	17	61	**78**	22	27	63	**90**	10
	Division	47	49	**96**	4	37	59	**96**	4	43	51	**93**	7
	State	29	61	**91**	9	25	64	**89**	11	26	61	**87**	13
Students with Disabilities	School	8	49	**57**	43	1	52	**54**	46	6	49	**55**	45
	Division	12	58	**70**	30	8	60	**68**	32	11	49	**61**	39
	State	8	48	**57**	43	8	44	**51**	49	9	41	**50**	50
Economically Disadvantaged	School	11	66	**78**	22	6	72	**78**	22	7	67	**73**	27
	Division	15	70	**85**	15	11	71	**83**	17	13	64	**77**	23
	State	10	67	**77**	23	8	65	**73**	27	9	63	**71**	29
Limited English Proficient	School	10	62	**72**	28	1	68	**70**	30	1	56	**57**	43
	Division	7	73	**80**	20	4	72	**76**	24	4	62	**66**	34
	State	4	65	**69**	31	3	61	**64**	36	3	57	**60**	40
Mathematics (Alternate Assessment)													**High School**
All Students	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	42	32	**74**	26	63	19	**82**	18	61	29	**90**	10
	State	43	22	**65**	35	54	15	**69**	31	55	17	**72**	28
Female	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	39	36	**75**	25	-	-	**-**	-	59	36	**95**	5
	State	43	23	**66**	34	-	-	**-**	-	57	18	**75**	25
Male	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	44	29	**73**	27	59	19	**78**	22	63	25	**88**	12
	State	43	22	**65**	35	51	15	**66**	34	54	16	**71**	29
Hispanic	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	39	36	**75**	25	61	16	**77**	23	71	29	**100**	0
	State	46	31	**77**	23	56	20	**75**	25	69	18	**87**	13
White	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	63	26	**89**	11
	State	-	-	**-**	-	-	-	**-**	-	56	15	**71**	29

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2012-2013				2013-2014				2014-2015			
		Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Asian	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	47	33	**80**	20
	State	-	-	**-**	-	-	-	**-**	-	56	22	**78**	22
Students with Disabilities	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	42	32	**74**	26	63	19	**82**	18	61	29	**90**	10
	State	43	22	**65**	35	54	15	**69**	31	55	17	**72**	28
Economically Disadvantaged	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	43	38	**80**	20	-	-	**-**	-	55	40	**96**	4
	State	47	21	**68**	32	-	-	**-**	-	56	17	**72**	28
Limited English Proficient	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	<	<	**<**	<	-	-	**-**	-	59	33	**91**	9
	State	47	37	**84**	16	-	-	**-**	-	60	26	**86**	14
Algebra I													**High School**
All Students	School	0	59	**59**	41	1	60	**60**	40	1	65	**66**	34
	Division	12	72	**84**	16	19	67	**86**	14	18	68	**86**	14
	State	6	70	**76**	24	8	71	**79**	21	9	73	**82**	18
Female	School	0	64	**64**	36	1	60	**61**	39	1	66	**67**	33
	Division	12	74	**86**	14	20	68	**88**	12	19	69	**89**	11
	State	7	72	**79**	21	9	74	**82**	18	9	76	**86**	14
Male	School	0	55	**55**	45	1	59	**60**	40	0	64	**64**	36
	Division	11	71	**82**	18	18	66	**84**	16	17	66	**84**	16
	State	6	67	**73**	27	7	68	**75**	25	8	71	**79**	21
Black	School	0	58	**58**	42	1	60	**61**	39	0	67	**67**	33
	Division	3	68	**71**	29	6	68	**74**	26	5	70	**75**	25
	State	2	63	**65**	35	2	66	**68**	32	2	71	**74**	26
Hispanic	School	0	53	**53**	47	0	49	**49**	51	0	58	**58**	42
	Division	3	66	**68**	32	6	65	**71**	29	4	67	**71**	29
	State	3	66	**69**	31	4	67	**72**	28	4	70	**74**	26
White	School	1	65	**67**	33	1	76	**78**	23	1	69	**71**	29
	Division	13	77	**91**	9	21	72	**92**	8	21	72	**92**	8
	State	7	73	**80**	20	9	74	**83**	17	10	76	**86**	14
Asian	School	7	73	**80**	20	5	68	**74**	26	6	94	**100**	0
	Division	25	69	**94**	6	37	58	**95**	5	38	58	**96**	4
	State	22	71	**92**	8	29	65	**93**	7	30	65	**95**	5
Native Hawaiian	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	0	78	**78**	22	-	-	**-**	-	13	83	**96**	4
	State	5	70	**75**	25	-	-	**-**	-	9	80	**90**	10
Two or more races	School	0	71	**71**	29	0	76	**76**	24	0	88	**88**	12
	Division	13	76	**89**	11	22	67	**89**	11	19	70	**89**	11
	State	8	72	**79**	21	10	71	**81**	19	9	75	**84**	16
Students with Disabilities	School	1	29	**30**	70	1	45	**46**	54	0	38	**38**	62
	Division	2	52	**54**	46	3	54	**57**	43	3	55	**58**	42
	State	1	44	**45**	55	1	47	**48**	52	1	51	**52**	48
Economically Disadvantaged	School	0	53	**53**	47	1	53	**53**	47	0	59	**59**	41
	Division	3	65	**68**	32	6	66	**72**	28	5	66	**71**	29
	State	2	62	**63**	37	3	65	**68**	32	3	70	**73**	27
Limited English Proficient	School	0	56	**56**	44	0	50	**50**	50	0	60	**60**	40
	Division	3	63	**66**	34	4	62	**66**	34	4	62	**66**	34
	State	3	62	**65**	35	3	62	**66**	34	3	64	**67**	33
Geometry													**High School**
All Students	School	2	51	**53**	47	7	63	**69**	31	7	61	**69**	31
	Division	22	62	**84**	16	25	60	**85**	15	26	60	**85**	15
	State	10	66	**76**	24	12	65	**77**	23	12	68	**80**	20
Female	School	2	49	**52**	48	7	65	**72**	28	8	63	**72**	28
	Division	22	63	**85**	15	25	61	**86**	14	28	59	**87**	13
	State	10	66	**76**	24	12	66	**79**	21	13	69	**82**	18
Male	School	2	53	**55**	45	6	61	**67**	33	6	60	**66**	34
	Division	22	62	**84**	16	24	59	**84**	16	24	60	**84**	16
	State	10	65	**75**	25	12	64	**76**	24	12	67	**79**	21
Black	School	1	50	**51**	49	4	59	**63**	37	6	62	**68**	32
	Division	7	59	**66**	34	8	61	**69**	31	9	62	**71**	29

Assessment Results at each Proficiency Level by Subgroup													
		2012-2013				2013-2014				2014-2015			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
	State	2	56	**58**	42	3	59	**61**	39	3	63	**66**	34
Hispanic	School	1	42	**43**	57	5	60	**64**	36	6	54	**60**	40
	Division	7	61	**68**	32	8	61	**69**	31	10	61	**71**	29
	State	5	63	**68**	32	7	63	**69**	31	7	66	**73**	27
White	School	6	63	**69**	31	12	72	**83**	17	12	66	**78**	22
	Division	26	66	**92**	8	28	64	**93**	7	29	63	**92**	8
	State	12	71	**83**	17	14	70	**84**	16	14	71	**86**	14
Asian	School	3	56	**59**	41	10	65	**75**	25	4	79	**83**	17
	Division	37	55	**93**	7	43	50	**93**	7	44	49	**94**	6
	State	30	61	**91**	9	35	57	**91**	9	37	56	**93**	7
American Indian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	23	58	**81**	19	16	48	**64**	36	20	71	**91**	9
	State	5	67	**72**	28	8	67	**75**	25	6	72	**78**	22
Native Hawaiian	School	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
	Division	-	-	**-**	-	8	77	**85**	15	24	67	**90**	10
	State	-	-	**-**	-	8	70	**78**	22	13	74	**87**	13
Two or more races	School	0	64	**64**	36	14	67	**81**	19	9	68	**77**	23
	Division	26	64	**90**	10	29	61	**90**	10	30	61	**91**	9
	State	11	68	**79**	21	14	68	**82**	18	14	69	**83**	17
Students with Disabilities	School	1	23	**25**	75	0	33	**33**	67	2	33	**35**	65
	Division	3	48	**51**	49	4	47	**51**	49	5	48	**53**	47
	State	2	42	**43**	57	2	40	**43**	57	2	45	**47**	53
Economically Disadvantaged	School	1	46	**47**	53	5	58	**63**	37	7	55	**61**	39
	Division	7	60	**67**	33	9	59	**69**	31	9	61	**70**	30
	State	3	58	**61**	39	4	60	**64**	36	4	64	**68**	32
Limited English Proficient	School	1	35	**36**	64	0	56	**56**	44	4	53	**56**	44
	Division	7	58	**65**	35	6	57	**63**	37	7	57	**63**	37
	State	6	57	**63**	37	5	56	**61**	39	5	58	**63**	37
Algebra II													**High School**
All Students	School	5	41	**46**	54	12	47	**59**	41	13	55	**67**	33
	Division	23	57	**80**	20	32	50	**82**	18	32	52	**84**	16
	State	14	62	**76**	24	20	62	**82**	18	23	64	**87**	13
Female	School	4	41	**45**	55	11	47	**59**	41	10	58	**68**	32
	Division	23	58	**80**	20	32	51	**83**	17	33	52	**85**	15
	State	13	63	**76**	24	20	63	**83**	17	22	65	**87**	13
Male	School	7	40	**47**	53	12	47	**59**	41	16	51	**66**	34
	Division	23	56	**79**	21	32	50	**81**	19	32	51	**83**	17
	State	15	60	**75**	25	21	60	**81**	19	23	63	**86**	14
Black	School	3	41	**43**	57	11	49	**60**	40	11	44	**55**	45
	Division	6	57	**64**	36	14	53	**68**	32	15	54	**69**	31
	State	4	58	**62**	38	7	64	**71**	29	9	70	**79**	21
Hispanic	School	2	35	**37**	63	6	46	**51**	49	9	56	**65**	35
	Division	7	55	**62**	38	14	52	**66**	34	15	57	**71**	29
	State	8	58	**66**	34	13	61	**74**	26	15	65	**80**	20
White	School	11	43	**54**	46	17	48	**64**	36	20	60	**80**	20
	Division	25	59	**85**	15	34	53	**87**	13	37	53	**90**	10
	State	16	64	**80**	20	23	63	**86**	14	25	64	**89**	11
Asian	School	7	68	**75**	25	19	47	**66**	34	14	72	**86**	14
	Division	37	53	**90**	10	50	40	**91**	9	49	43	**91**	9
	State	32	57	**89**	11	43	48	**91**	9	45	48	**93**	7
American Indian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	11	48	**59**	41	23	58	**81**	19	26	47	**74**	26
	State	6	59	**65**	35	13	65	**78**	22	18	69	**87**	13
Native Hawaiian	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	20	53	**73**	27
	State	-	-	**-**	-	-	-	**-**	-	16	69	**84**	16
Two or more races	School	7	36	**43**	57	20	35	**55**	45	15	50	**65**	35
	Division	26	55	**81**	19	36	49	**86**	14	35	51	**86**	14
	State	15	61	**77**	23	21	63	**84**	16	23	64	**87**	13
Students with Disabilities	School	2	12	**14**	86	3	23	**26**	74	0	25	**25**	75
	Division	5	42	**47**	53	6	41	**47**	53	8	45	**53**	47

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2012-2013 Adv	Prof	**Pass**	Fail	2013-2014 Adv	Prof	**Pass**	Fail	2014-2015 Adv	Prof	**Pass**	Fail
	State	4	46	**50**	50	6	48	**54**	46	8	55	**63**	37
Economically Disadvantaged	School	4	35	**39**	61	10	46	**56**	44	11	53	**63**	37
	Division	10	52	**62**	38	15	51	**66**	34	15	55	**70**	30
	State	6	57	**63**	37	10	62	**72**	28	13	67	**79**	21
Limited English Proficient	School	1	34	**36**	64	6	44	**50**	50	5	48	**53**	47
	Division	9	55	**64**	36	13	51	**64**	36	13	55	**67**	33
	State	9	55	**64**	36	13	56	**70**	30	14	61	**75**	25
Science (Alternate Assessment)													**High School**
All Students	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	8	52	**60**	40	26	46	**72**	28	47	28	**75**	25
	State	9	50	**59**	41	31	42	**74**	26	36	41	**77**	23
Female	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	10	61	**71**	29	-	-	**-**	-	41	28	**69**	31
	State	9	51	**61**	39	-	-	**-**	-	41	39	**80**	20
Male	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	7	48	**54**	46	27	41	**68**	32	49	28	**77**	23
	State	8	50	**58**	42	32	42	**73**	27	33	42	**76**	24
Black	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	4	58	**62**	38	-	-	**-**	-	42	32	**74**	26
	State	7	52	**59**	41	-	-	**-**	-	33	44	**78**	22
Hispanic	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	5	53	**58**	42	20	37	**57**	43	58	27	**85**	15
	State	5	53	**59**	41	29	45	**74**	26	50	32	**82**	18
White	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	45	27	**71**	29
	State	-	-	**-**	-	-	-	**-**	-	33	43	**76**	24
Asian	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	43	30	**74**	26
	State	-	-	**-**	-	-	-	**-**	-	46	32	**77**	23
Students with Disabilities	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	8	52	**60**	40	26	46	**72**	28	47	28	**75**	25
	State	9	50	**59**	41	31	42	**74**	26	36	41	**77**	23
Economically Disadvantaged	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	7	51	**59**	41	15	51	**67**	33	56	31	**87**	13
	State	10	55	**65**	35	33	43	**77**	23	37	41	**78**	22
Limited English Proficient	School	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
	Division	-	-	**-**	-	25	48	**73**	28	54	27	**81**	19
	State	-	-	**-**	-	27	44	**71**	29	46	34	**81**	19
Biology													**High School**
All Students	School	6	66	**71**	29	6	63	**68**	32	7	66	**74**	26
	Division	18	69	**87**	13	21	66	**87**	13	22	66	**88**	12
	State	11	72	**83**	17	11	72	**83**	17	13	70	**84**	16
Female	School	6	64	**70**	30	5	65	**70**	30	8	66	**74**	26
	Division	17	70	**88**	12	20	68	**88**	12	21	67	**88**	12
	State	10	73	**83**	17	10	73	**84**	16	13	72	**85**	15
Male	School	6	67	**72**	28	6	60	**66**	34	7	67	**74**	26
	Division	19	67	**87**	13	21	65	**86**	14	22	65	**87**	13
	State	11	71	**82**	18	12	70	**82**	18	14	69	**83**	17
Black	School	2	69	**71**	29	2	59	**61**	39	5	67	**71**	29
	Division	6	69	**75**	25	6	67	**73**	27	7	67	**75**	25
	State	2	66	**68**	32	2	67	**69**	31	4	67	**71**	29
Hispanic	School	3	53	**56**	44	5	54	**58**	42	4	61	**65**	35
	Division	6	64	**70**	30	7	64	**71**	29	7	64	**71**	29
	State	5	68	**73**	27	5	67	**72**	28	7	66	**74**	26
White	School	14	78	**91**	9	13	73	**86**	14	17	69	**86**	14
	Division	25	70	**95**	5	27	68	**95**	5	28	67	**95**	5
	State	14	75	**89**	11	14	75	**89**	11	17	73	**90**	10
Asian	School	11	78	**89**	11	3	85	**87**	13	8	85	**92**	8
	Division	23	69	**93**	7	29	65	**94**	6	31	64	**95**	5
	State	20	72	**91**	9	23	69	**92**	8	27	65	**93**	7
American Indian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2012-2013 Adv	Prof	Pass	Fail	2013-2014 Adv	Prof	Pass	Fail	2014-2015 Adv	Prof	Pass	Fail
	Division	10	72	**83**	17	8	63	**71**	29	41	49	**90**	10
	State	7	73	**80**	20	6	75	**81**	19	16	68	**83**	17
Native Hawaiian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	17	78	**94**	6	25	69	**94**	6	26	69	**94**	6
	State	11	74	**86**	14	12	76	**88**	12	12	76	**88**	12
Two or more races	School	11	70	**81**	19	5	77	**82**	18	12	72	**84**	16
	Division	22	71	**93**	7	25	67	**91**	9	25	68	**94**	6
	State	12	75	**87**	13	13	74	**87**	13	16	72	**87**	13
Students with Disabilities	School	1	45	**45**	55	3	31	**33**	67	4	36	**40**	60
	Division	4	53	**57**	43	4	50	**54**	46	5	52	**57**	43
	State	2	47	**50**	50	2	45	**48**	52	3	47	**50**	50
Economically Disadvantaged	School	3	58	**61**	39	4	55	**58**	42	4	61	**65**	35
	Division	5	64	**69**	31	4	64	**69**	31	6	64	**70**	30
	State	3	65	**68**	32	3	66	**69**	31	4	66	**71**	29
Limited English Proficient	School	0	48	**48**	52	0	43	**43**	57	0	47	**47**	53
	Division	2	61	**63**	37	2	58	**60**	40	3	55	**58**	42
	State	2	58	**59**	41	1	57	**58**	42	2	53	**55**	45
Chemistry													**High School**
All Students	School	6	56	**63**	37	6	63	**69**	31	8	62	**70**	30
	Division	23	63	**86**	14	21	67	**87**	13	22	64	**86**	14
	State	15	71	**86**	14	15	73	**87**	13	15	73	**88**	12
Female	School	5	59	**63**	37	7	59	**66**	34	8	62	**70**	30
	Division	21	65	**86**	14	20	68	**87**	13	22	64	**87**	13
	State	12	73	**85**	15	13	74	**87**	13	14	75	**88**	12
Male	School	7	54	**62**	38	6	67	**72**	28	8	62	**69**	31
	Division	25	60	**85**	15	21	65	**87**	13	22	63	**85**	15
	State	17	69	**87**	13	17	71	**88**	12	17	71	**88**	12
Black	School	2	55	**56**	44	5	66	**71**	29	5	61	**67**	33
	Division	8	62	**70**	30	9	67	**76**	24	7	64	**72**	28
	State	4	70	**74**	26	5	73	**78**	22	5	75	**80**	20
Hispanic	School	5	48	**53**	47	4	55	**60**	40	5	54	**59**	41
	Division	6	61	**67**	33	7	64	**71**	29	7	61	**68**	32
	State	7	66	**74**	26	8	69	**77**	23	8	70	**78**	22
White	School	12	70	**82**	18	9	66	**76**	24	14	71	**84**	16
	Division	28	65	**93**	7	23	70	**93**	7	26	67	**93**	7
	State	17	73	**90**	10	17	74	**91**	9	18	74	**92**	8
Asian	School	10	58	**68**	32	3	73	**77**	23	11	78	**89**	11
	Division	35	59	**93**	7	34	61	**95**	5	34	59	**93**	7
	State	30	64	**93**	7	29	65	**94**	6	29	64	**94**	6
American Indian	School	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
	Division	-	-	**-**	-	20	52	**72**	28	20	45	**65**	35
	State	-	-	**-**	-	9	77	**85**	15	13	70	**83**	17
Native Hawaiian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	10	76	**86**	14	0	92	**92**	8	11	83	**94**	6
	State	12	73	**85**	15	3	87	**90**	10	11	81	**92**	8
Two or more races	School	4	54	**57**	43	14	66	**79**	21	14	50	**64**	36
	Division	26	63	**89**	11	23	68	**91**	9	24	63	**87**	13
	State	16	73	**89**	11	16	73	**89**	11	17	73	**90**	10
Students with Disabilities	School	0	29	**29**	71	3	43	**46**	54	2	28	**30**	70
	Division	4	50	**54**	46	5	51	**56**	44	4	49	**53**	47
	State	5	56	**61**	39	6	57	**63**	37	5	56	**61**	39
Economically Disadvantaged	School	3	49	**53**	47	4	54	**58**	42	7	52	**59**	41
	Division	7	61	**68**	32	8	63	**72**	28	7	60	**67**	33
	State	6	68	**74**	26	6	71	**77**	23	6	73	**79**	21
Limited English Proficient	School	1	35	**36**	64	1	50	**51**	49	0	46	**46**	54
	Division	5	58	**63**	37	4	62	**66**	34	4	56	**60**	40
	State	4	61	**65**	35	5	63	**67**	33	4	62	**66**	34
Earth Science													**High School**
All Students	School	5	67	**72**	28	2	74	**76**	24	7	79	**86**	14
	Division	12	77	**88**	12	10	77	**87**	13	11	77	**87**	13
	State	8	74	**83**	17	8	74	**83**	17	9	74	**83**	17

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2012-2013 Adv	Prof	**Pass**	Fail	2013-2014 Adv	Prof	**Pass**	Fail	2014-2015 Adv	Prof	**Pass**	Fail
Female	School	3	65	**68**	32	2	67	**69**	31	8	73	**81**	19
	Division	8	78	**86**	14	8	76	**84**	16	8	77	**84**	16
	State	7	75	**82**	18	7	75	**82**	18	7	75	**81**	19
Male	School	7	68	**75**	25	2	80	**82**	18	6	85	**90**	10
	Division	15	75	**90**	10	12	78	**90**	10	13	77	**90**	10
	State	10	74	**84**	16	10	74	**84**	16	10	73	**84**	16
Black	School	0	64	**64**	36	1	72	**73**	27	5	72	**76**	24
	Division	3	74	**77**	23	2	71	**73**	27	3	74	**77**	23
	State	2	67	**69**	31	2	66	**68**	32	2	66	**68**	32
Hispanic	School	2	68	**70**	30	1	69	**70**	30	6	81	**87**	13
	Division	4	77	**81**	19	3	74	**76**	24	3	77	**79**	21
	State	4	72	**76**	24	4	71	**76**	24	4	71	**75**	25
White	School	19	64	**83**	17	5	89	**95**	5	14	79	**93**	7
	Division	18	76	**94**	6	14	80	**94**	6	16	79	**94**	6
	State	12	78	**90**	10	12	78	**90**	10	12	78	**90**	10
Asian	School	<	<	**<**	<	7	71	**79**	21	8	92	**100**	0
	Division	13	77	**90**	10	14	77	**91**	9	14	75	**89**	11
	State	14	75	**88**	12	14	75	**89**	11	14	76	**90**	10
Native Hawaiian	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	State	-	-	**-**	-	-	-	**-**	-	9	78	**88**	12
Two or more races	School	10	70	**80**	20	0	91	**91**	9	0	100	**100**	0
	Division	11	84	**95**	5	12	82	**94**	6	17	76	**92**	8
	State	9	79	**88**	12	9	78	**87**	13	9	77	**86**	14
Students with Disabilities	School	2	40	**42**	58	0	72	**72**	28	0	70	**70**	30
	Division	5	67	**72**	28	5	70	**74**	26	6	68	**74**	26
	State	3	53	**55**	45	2	52	**54**	46	2	52	**55**	45
Economically Disadvantaged	School	1	65	**66**	34	0	68	**68**	32	3	78	**82**	18
	Division	3	74	**77**	23	2	73	**75**	25	2	72	**74**	26
	State	3	69	**71**	29	3	68	**71**	29	3	68	**71**	29
Limited English Proficient	School	0	53	**53**	47	0	44	**44**	56	0	71	**71**	29
	Division	2	66	**67**	33	0	64	**64**	36	1	64	**64**	36
	State	1	60	**61**	39	1	58	**59**	41	1	58	**59**	41
History and Social Science (Alternate Assessment)													**High School**
All Students	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	27	54	**82**	18	43	46	**89**	11	23	55	**77**	23
	State	23	54	**77**	23	44	43	**86**	14	31	47	**78**	22
Female	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	25	64	**89**	11	-	-	**-**	-	13	60	**73**	28
	State	25	55	**79**	21	-	-	**-**	-	35	46	**81**	19
Male	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	28	49	**77**	23	45	42	**87**	13	27	52	**79**	21
	State	22	54	**76**	24	46	40	**86**	14	29	48	**77**	23
Black	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	23	54	**77**	23	-	-	**-**	-	9	74	**83**	17
	State	24	52	**77**	23	-	-	**-**	-	30	49	**79**	21
Hispanic	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	28	50	**78**	23	41	47	**88**	13	34	45	**79**	21
	State	26	57	**83**	17	52	40	**92**	8	38	44	**83**	17
White	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	24	53	**76**	24
	State	-	-	**-**	-	-	-	**-**	-	30	47	**77**	23
Asian	School	-	-	**-**	-	-	-	**-**	-	<	<	**<**	<
	Division	-	-	**-**	-	-	-	**-**	-	22	48	**70**	30
	State	-	-	**-**	-	-	-	**-**	-	31	48	**79**	21
Students with Disabilities	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	27	54	**82**	18	43	46	**89**	11	23	55	**77**	23
	State	23	54	**77**	23	44	43	**86**	14	31	47	**78**	22
Economically Disadvantaged	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	21	62	**83**	17	31	59	**90**	10	28	65	**93**	7
	State	25	53	**77**	23	43	45	**88**	12	30	51	**81**	19

Assessment Results at each Proficiency Level by Subgroup													
		2012-2013				2013-2014				2014-2015			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail
Limited English Proficient	School	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
	Division	-	-	**-**	-	41	49	**90**	10	22	61	**83**	17
	State	-	-	**-**	-	41	53	**94**	6	36	49	**84**	16
Virginia and United States History													**High School**
All Students	School	12	75	**87**	13	8	83	**91**	9	6	83	**90**	10
	Division	25	66	**92**	8	24	70	**94**	6	21	70	**92**	8
	State	14	72	**86**	14	15	72	**87**	13	15	72	**87**	13
Female	School	9	73	**81**	19	7	82	**89**	11	5	79	**84**	16
	Division	21	69	**90**	10	20	72	**93**	7	19	71	**90**	10
	State	11	73	**84**	16	12	74	**86**	14	12	74	**86**	14
Male	School	15	76	**91**	9	9	84	**93**	7	7	88	**95**	5
	Division	29	64	**93**	7	27	67	**95**	5	24	69	**93**	7
	State	17	71	**88**	12	18	71	**89**	11	17	71	**88**	12
Black	School	9	78	**87**	13	4	80	**84**	16	2	87	**89**	11
	Division	12	74	**85**	15	12	75	**87**	13	8	78	**86**	14
	State	5	70	**74**	26	5	72	**77**	23	5	72	**77**	23
Hispanic	School	9	73	**82**	18	7	82	**89**	11	6	77	**83**	17
	Division	11	71	**81**	19	9	77	**85**	15	8	73	**81**	19
	State	8	72	**80**	20	8	74	**82**	18	8	72	**81**	19
White	School	19	75	**94**	6	13	86	**99**	1	10	87	**97**	3
	Division	32	64	**96**	4	30	67	**97**	3	27	69	**96**	4
	State	18	73	**90**	10	19	73	**91**	9	19	73	**91**	9
Asian	School	13	69	**81**	19	9	88	**97**	3	9	86	**95**	5
	Division	29	65	**93**	7	29	67	**96**	4	28	66	**94**	6
	State	22	70	**92**	8	24	69	**93**	7	24	69	**93**	7
American Indian	School	<	<	**<**	<	-	-	**-**	-	<	<	**<**	<
	Division	9	86	**95**	5	-	-	**-**	-	15	80	**95**	5
	State	7	76	**83**	17	-	-	**-**	-	12	73	**86**	14
Native Hawaiian	School	-	-	**-**	-	<	<	**<**	<	<	<	**<**	<
	Division	-	-	**-**	-	12	82	**94**	6	14	71	**86**	14
	State	-	-	**-**	-	8	81	**89**	11	11	75	**86**	14
Two or more races	School	18	71	**89**	11	8	92	**100**	0	17	75	**92**	8
	Division	25	70	**95**	5	27	69	**96**	4	25	69	**94**	6
	State	14	75	**89**	11	17	74	**91**	9	15	75	**91**	9
Students with Disabilities	School	2	70	**72**	28	4	67	**70**	30	5	67	**72**	28
	Division	10	63	**73**	27	8	67	**75**	25	6	63	**69**	31
	State	5	55	**60**	40	5	56	**61**	39	4	55	**59**	41
Economically Disadvantaged	School	10	69	**79**	21	6	81	**87**	13	6	78	**85**	15
	Division	10	71	**81**	19	8	76	**84**	16	7	72	**79**	21
	State	5	69	**74**	26	6	71	**77**	23	6	70	**76**	24
Limited English Proficient	School	2	65	**67**	33	3	79	**82**	18	1	71	**72**	28
	Division	4	70	**73**	27	3	75	**78**	22	2	68	**70**	30
	State	3	64	**66**	34	3	67	**70**	30	2	63	**66**	34
World History I													**High School**
All Students	School	4	62	**67**	33	5	60	**65**	35	2	72	**74**	26
	Division	30	60	**90**	10	32	58	**90**	10	27	63	**91**	9
	State	19	65	**84**	16	19	66	**85**	15	19	66	**85**	15
Female	School	4	57	**61**	39	3	63	**66**	34	1	66	**68**	32
	Division	27	62	**89**	11	29	61	**90**	10	25	65	**90**	10
	State	16	68	**84**	16	16	68	**85**	15	17	68	**85**	15
Male	School	5	67	**72**	28	7	57	**64**	36	2	76	**78**	22
	Division	32	58	**90**	10	34	56	**89**	11	29	62	**91**	9
	State	22	63	**85**	15	22	63	**85**	15	21	65	**86**	14
Black	School	3	60	**63**	37	2	58	**60**	40	2	69	**71**	29
	Division	14	65	**80**	20	14	65	**79**	21	10	72	**82**	18
	State	8	65	**73**	27	7	66	**73**	27	7	67	**74**	26
Hispanic	School	1	54	**55**	45	2	55	**57**	43	0	67	**67**	33
	Division	12	64	**76**	24	12	63	**76**	24	11	68	**79**	21
	State	12	67	**79**	21	13	67	**79**	21	12	68	**80**	20
White	School	11	81	**92**	8	10	68	**78**	22	4	78	**83**	17
	Division	37	59	**96**	4	40	57	**96**	4	34	62	**96**	4

Assessment Results at each Proficiency Level by Subgroup

Student Subgroup	Type	2012-2013 Adv	Prof	Pass	Fail	2013-2014 Adv	Prof	Pass	Fail	2014-2015 Adv	Prof	Pass	Fail
	State	24	66	**89**	11	24	66	**90**	10	23	67	**91**	9
Asian	School	20	67	**87**	13	23	77	**100**	0	0	100	**100**	0
	Division	42	54	**96**	4	45	51	**96**	4	39	57	**96**	4
	State	38	57	**95**	5	41	55	**95**	5	38	57	**96**	4
Native Hawaiian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	8	85	**92**	8	31	63	**94**	6	58	42	**100**	0
	State	17	71	**87**	13	19	70	**89**	11	23	65	**88**	12
Two or more races	School	7	64	**71**	29	14	57	**71**	29	7	73	**80**	20
	Division	35	58	**93**	7	35	57	**92**	8	30	63	**94**	6
	State	21	67	**88**	12	21	66	**88**	12	22	67	**89**	11
Students with Disabilities	School	5	55	**59**	41	3	35	**38**	62	0	48	**48**	52
	Division	10	57	**67**	33	11	54	**65**	35	9	59	**68**	32
	State	6	51	**57**	43	6	52	**57**	43	6	52	**58**	42
Economically Disadvantaged	School	3	52	**55**	45	3	57	**60**	40	0	64	**64**	36
	Division	12	63	**75**	25	10	65	**75**	25	10	67	**77**	23
	State	9	64	**73**	27	8	65	**73**	27	8	66	**75**	25
Limited English Proficient	School	2	44	**45**	55	2	54	**55**	45	1	55	**56**	44
	Division	9	65	**74**	26	7	63	**70**	30	6	66	**72**	28
	State	8	66	**74**	26	7	65	**71**	29	6	63	**70**	30
World History II												**High School**	
All Students	School	10	68	**78**	22	15	62	**77**	23	15	61	**76**	24
	Division	23	68	**91**	9	26	63	**89**	11	28	60	**88**	12
	State	16	69	**85**	15	19	67	**86**	14	20	67	**87**	13
Female	School	7	68	**75**	25	11	59	**70**	30	11	63	**74**	26
	Division	19	70	**89**	11	22	65	**87**	13	24	63	**87**	13
	State	12	70	**82**	18	15	69	**84**	16	16	69	**85**	15
Male	School	13	69	**82**	18	20	65	**84**	16	19	58	**78**	22
	Division	26	66	**92**	8	29	61	**91**	9	31	58	**89**	11
	State	20	68	**88**	12	23	65	**88**	12	24	64	**88**	12
Black	School	8	67	**75**	25	9	63	**71**	29	10	58	**68**	32
	Division	12	69	**82**	18	12	65	**77**	23	13	65	**78**	22
	State	6	67	**73**	27	7	68	**75**	25	8	69	**76**	24
Hispanic	School	6	65	**71**	29	11	59	**70**	30	10	59	**69**	31
	Division	9	70	**79**	21	11	66	**77**	23	13	62	**75**	25
	State	9	69	**78**	22	11	67	**78**	22	12	66	**79**	21
White	School	19	75	**94**	6	25	65	**90**	10	29	63	**92**	8
	Division	27	69	**96**	4	32	62	**94**	6	35	59	**94**	6
	State	20	70	**90**	10	23	67	**91**	9	24	67	**91**	9
Asian	School	15	67	**81**	19	24	63	**87**	13	27	68	**95**	5
	Division	29	66	**95**	5	33	61	**94**	6	35	58	**94**	6
	State	27	67	**94**	6	30	64	**93**	7	33	61	**94**	6
American Indian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	15	77	**92**	8	17	71	**88**	13	29	63	**92**	8
	State	10	69	**79**	21	14	73	**87**	13	16	73	**89**	11
Native Hawaiian	School	<	<	**<**	<	<	<	**<**	<	<	<	**<**	<
	Division	16	79	**95**	5	0	75	**75**	25	30	57	**87**	13
	State	13	73	**86**	14	14	73	**88**	13	20	68	**88**	12
Two or more races	School	10	69	**79**	21	29	62	**90**	10	11	74	**85**	15
	Division	30	63	**92**	8	27	66	**93**	7	33	58	**91**	9
	State	18	69	**87**	13	19	70	**89**	11	21	67	**88**	12
Students with Disabilities	School	4	55	**59**	41	8	44	**52**	48	8	34	**42**	58
	Division	10	61	**71**	29	8	55	**63**	37	10	51	**61**	39
	State	8	55	**62**	38	8	52	**60**	40	9	49	**58**	42
Economically Disadvantaged	School	8	64	**72**	28	11	58	**70**	30	11	56	**67**	33
	Division	10	69	**78**	22	10	65	**75**	25	10	62	**72**	28
	State	7	66	**72**	28	8	66	**74**	26	9	65	**75**	25
Limited English Proficient	School	2	61	**64**	36	1	50	**52**	48	5	56	**61**	39
	Division	5	71	**76**	24	5	64	**69**	31	6	60	**66**	34
	State	5	66	**70**	30	5	63	**68**	32	6	60	**65**	35

Key: < = A group below state definition for personally identifiable results
- = No data for group

Assessment Results at each Proficiency Level by Subgroup													
		2012-2013				2013-2014				2014-2015			
Student Subgroup	Type	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail	Adv	Prof	**Pass**	Fail

* = Data not yet available

Four-Year Virginia On-Time Graduation Rate

The Virginia On-Time Graduation Rate expresses the percentage of students who earned a Board of Education-approved diploma within four years of entering high school for the first time. Percentages are based on longitudinal student-level data and account for student mobility and retention and promotion patterns.

Four-Year Virginia On-Time Graduation Rate

Subgroup	Cohort	Advanced Studies Diploma	Standard Diploma	Modified Standard Diploma	Special Diploma	General Achievement Diploma	Virginia On-Time Graduation Rate
All Students	443	185	196	<	<	0	88.9
Female	219	102	96	<	<	0	91.8
Male	224	83	100	<	<	0	86.2
Black	142	43	76	<	<	0	87.3
Hispanic	141	50	63	<	<	0	82.3
White	95	63	30	0	0	0	97.9
Asian	36	18	12	<	<	0	91.7
American Indian	<	0	0	0	0	0	<
Native Hawaiian	<	0	<	0	0	0	<
Two or more races	26	11	13	<	0	0	100
Students with Disabilities	69	<	39	<	<	0	81.2
Students with Disabilities anytime	70	<	39	<	<	0	80
Economically Disadvantaged	212	60	109	<	<	0	83
Economically Disadvantaged anytime	259	79	130	<	<	0	84.6
Limited English Proficient	74	<	38	<	<	0	66.2
Limited English Proficient anytime	125	24	69	<	<	0	77.6
Homeless	<	<	<	0	<	0	<
Homeless anytime	17	<	<	0	<	0	58.8

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Status of Students Not Graduating in Four Years

Status of Students Not Graduating in Four Years								
Subgroup	GED	Certificate of Completion	Cohort Completion Rate	Total Completers	Still Enrolled	Dropouts	Dropout Rate	Long-Term Absence
All Students	<	<	91.2	404	<	32	7.2	0
Female	0	<	92.7	203	<	14	6.4	0
Male	<	<	89.7	201	<	18	8	0
Black	0	<	90.8	129	<	<	6.3	0
Hispanic	0	<	84.4	119	<	21	14.9	0
White	0	0	97.9	93	<	<	1.1	0
Asian	0	<	94.4	34	<	<	2.8	0
American Indian	<	0	<	<	0	0	<	0
Native Hawaiian	0	0	<	<	0	0	<	0
Two or more races	0	0	100	26	0	0	0	0
Students with Disabilities	0	<	84.1	58	n/a	11	15.9	0
Students with Disabilities anytime	0	<	82.9	58	0	12	17.1	0
Economically Disadvantaged	<	<	86.3	183	<	25	11.8	0
Economically Disadvantaged anytime	<	<	87.6	227	<	28	10.8	0
Limited English Proficient	0	<	75.7	56	n/a	17	23	0
Limited English Proficient anytime	0	<	83.2	104	<	20	16	0
Homeless	0	0	<	<	<	<	<	0
Homeless anytime	0	<	64.7	11	<	<	29.4	0

Key: < = A group below state definition for personally identifiable results

\- = No data for group

* = Data not yet available

Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments. Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
		Count		
	Type	2012-2013	2013-2014	2014-2015
NOCTI Assessments	School	34	27	0
	Division	618	611	37
	State	4577	5024	3971
State Licensures	School	1	3	6
	Division	52	97	133
	State	673	905	1673
Industry Certification	School	145	255	497
	Division	6163	9875	13292
	State	39658	69321	89541
Workplace Readiness	School	77	242	233
	Division	1405	5652	7284
	State	22127	28349	33665
Total Credentials Earned	School	257	527	736
	Division	8238	16235	20746
	State	67035	103599	128850
Students Earning One or More Credentials	School	226	467	597
	Division	6981	14280	17872
	State	56904	86257	104867
CTE Completers	School	177	190	233
	Division	4520	4577	4298
	State	40761	41924	39291

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2012-2013	2013-2014	2014-2015
School			
This school	6	7	6
Division			
All Schools	2	2	2
High Poverty	0	2	2
Low Poverty	2	2	1
State			
All Schools	1	1	1
High Poverty	2	2	2
Low Poverty	1	1	1

Notes:
- High poverty means schools in the top quartile of poverty in the state.
- Low poverty means schools in the bottom quartile of poverty in the state.
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2012-2013	2013-2014	2014-2015
School			
Provisional	6	6	6
Provisional Special Education	4	3	3
Division			
Provisional	6	6	5
Provisional Special Education	2	2	2
State			
Provisional	5	5	4
Provisional Special Education	1	1	1

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2012-2013	2013-2014	2014-2015
School			
Bachelor's Degree	23	23	27
Master's Degree	72	73	70
Doctoral Degree	3	3	1
Division			
Bachelor's Degree	25	26	26
Master's Degree	73	72	71
Doctoral Degree	2	2	1
State			
Bachelor's Degree	39	40	41
Master's Degree	58	57	57
Doctoral Degree	1	1	1

Key: < = A group below state definition for personally identifiable results
- = No data for group

Teacher Education Attainment			
Degree type	2012-2013	2013-2014	2014-2015
* = Data not yet available			

School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2012-2013	2013-2014	2014-2015
Weapons Offenses	<	<	<
Offenses Against Student	18	17	26
Offenses Against Staff	10	<	14
Other Offenses Against Persons	67	54	42
Alcohol, Tobacco, and Other Drug Offenses	28	70	24
Property Offenses	28	<	13
Disorderly or Disruptive Behavior Offenses	133	88	94
Technology Offenses	<	<	<
All Other Offenses	12	<	<

Key: < = A group below state definition for personally identifiable results
- = No data for group
* = Data not yet available

A-F School Grading

Texas Commission on Next Generation Assessment and Accountability

Austin, Texas – April 20, 2016

Foundation for Excellence in Education

Our vision is to build an education system that maximizes every student's potential for learning and prepares all students for success in the 21st century.

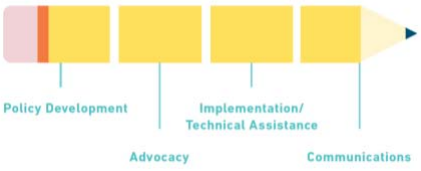
Our Guiding Principles

All children can learn.

All children should learn at least a year's worth of knowledge in a year's time.

All children will achieve when education is organized around the singular goal of student success.

What We Do



Our Board of Directors

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Components of an Accountability System

Accountability systems hold schools responsible for helping all students achieve their full potential. Rigorous accountability:

- Sets clear goals to rally around — goals that are meaningful, ambitious, and achievable;
- Provides information to parents, educators, policymakers and the community about school performance;
- Prompts and supports improvement where it is needed; and
- Protects taxpayer investment in education.

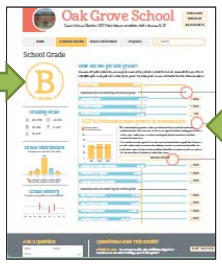
College and career aligned standards.	*Valid and reliable measures of student performance.*	*Identify schools using the most important student learning outcome indicators and clear designations.*	*Multiple measures helping to inform the public, guide practice, and identify the right interventions.*	*Menu of student supports and interventions to improve low performing schools.*

Components of an Accountability System

Standards | Assessments | School Designation (A-F) | Report Cards / Dashboards | Supports and Interventions

School Designation (A-F)

- Proficiency
- Growth
- Graduation Rates
- English Language Proficiency
- College and Career Ready
- Lowest 25% performing students



Report Cards / Dashboards

Required Under ESSA

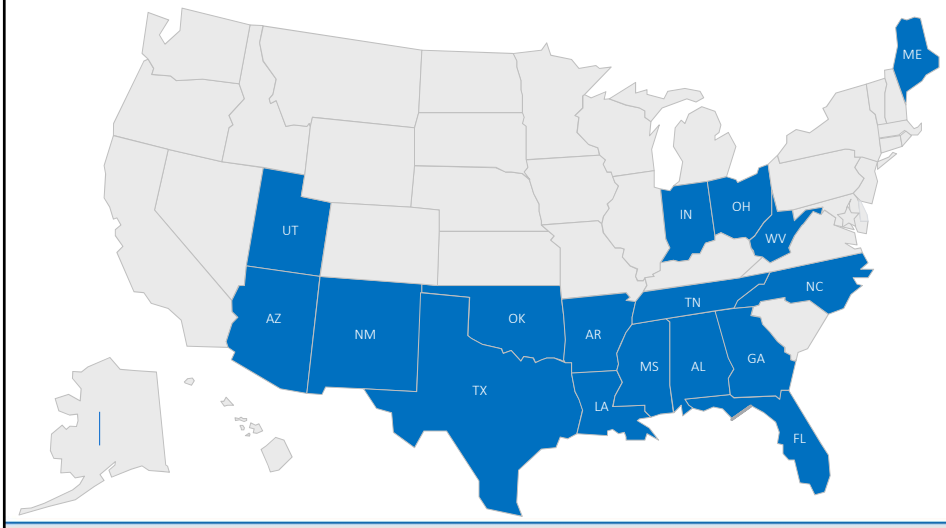
- Accountability system details
- Disaggregated results
- Disaggregated assessment participation rates
- The state's minimum N
- Civil Rights Data Collection
- Educator qualifications
- State, local and federal per-pupil expenditures
- NAEP results
- Disaggregated grad rates/college enrollment

Optional

- Attendance
- Expulsion/Suspension
- School Climate
- Parent/Teacher Survey
- Social and Emotional Supports

All states are required to have a school accountability system, but not many are transparent and built only on student learning outcomes

17 States Have Adopted A-F School Grading



School Grades: Fundamental Principles

A-F school grades provide **transparent, objective, and easily understood data** to parents, educators and the public to spur improvement among all schools.

1. Use clear and transparent descriptors of A, B, C, D, and F
2. Include objective, concise student learning outcome measures
3. Balance measures of student performance and progress
4. Calculate student progress toward grade level and advanced achievement
5. Focus on the progress of the lowest performing students in each school
6. Report results as close to the end of the school year as possible
7. Communicate clearly to parents
8. Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D or F grades
9. Use grades to identify schools for recognition, intervention, and support

School Grades: Fundamental Principles

1 Use clear and transparent descriptors of A, B, C, D, and F

State School Classifications

Fully Accredited
Provisionally Accredited
Accredited with Warning
Accreditation Denied
Conditionally Accredited–New
Conditionally Accredited–Reconstituted

Red
Orange
Yellow
Lime Green
Dark Green

Florida School Classifications

1995: Florida began "grading" schools:
High Performing, Performing, Low Performing, Critically Low Performing
1998: Moved to Performance Levels: I, II, III, IV, V
1999: Adopted Letter Scale of A, B, C, D, F

School Grades: Fundamental Principles

2 Include objective, concise student learning outcome measures

School accountability measures need to be based on what is important and what measures student success. Measures also need to be consistent across schools so accurate comparisons can be made.

Strong school accountability models include measures such as:

- Proficiency on statewide assessments
- Growth on statewide assessments
- Graduation rates
- Acceleration rates, passing AP, IB, dual credit and industry certification
- Performance on career and college readiness measures (advanced coursework or ACT/SAT scores)

Input measures such as attendance, parental satisfaction or school climate surveys do not ensure that students are learning and reduce local control. These inputs should be reported but not part of a school's grade.

School Grades: Fundamental Principles

3 Balance measures of student performance and progress

All students have the ability to learn and grow, and a strong accountability system must capture measures of that growth.

The ultimate goal is that all students will be performing on grade level but focusing on both proficiency and growth provides a true picture of how a school is doing.

Proficiency and growth should be equally weighted in an accountability system.

- Weighting growth more than proficiency provides less incentive to ensure students are on grade level.
- Weighting proficiency more than growth creates an uneven playing field.

The growth component requires schools to demonstrate that all students, high achieving and low achieving, have made progress.

Example Elementary and Middle School Grade

English/ Language Arts	Math	Social Studies	Science
Proficiency 83%	Proficiency 78%	Proficiency 81%	Proficiency 63%
Progress (all students) 90%	Progress (all students) 85%		
Progress (lowest 25%) 86%	Progress (lowest 25%) 82%		

800 Points Total
Each component has 100 possible points
The percent equals the points earned

648 points earned / 800 points possible

81% = B

A high school grade includes additional components for graduation rate and college and career readiness.

School Grades: Fundamental Principles

4 Calculate student progress toward grade level and advanced achievement

There are two widely used methods for calculating student growth – "criterion-based" and "norm-referenced."

- Criterion-based methods determines whether or not the student has the demonstrated growth towards the mastery of a certain set of skills.
- Norm-referenced growth models compare a student's performance to the performance of other students.

Criterion-based growth models are the fairest, because they measure what matters – whether each student is learning each year – not how well a student did compared to their peers, on an ever-changing scale.

It is also important that "enough" growth is made to ensure students are going to achieve proficiency or advance performance at a certain time.

School Grades: Fundamental Principles

5 Focus attention on the progress of the lowest performing students in each school

Effective school accountability systems place more focus on students most in need, without ignoring those that are proficient or advanced.

- Under federal accountability, states had been required to focus on demographic and curricular subgroups.
- Many schools did not have students in these subgroups.
- Schools do have students that are low performing who were not receiving more focus.
- By focusing on the lowest performing students the accountability system will focus on the students that need the most attention, and guarantees that all schools have a focus group of lowest performing students.

School Grades: Fundamental Principles

6 Report results in a timely manner as close to the end of the school year as possible

Timely reporting has many benefits:

- Gives parents enough time to make decisions about where to send their child to school
- Allows teachers and students in schools with a high grade to celebrate success
- Ensures that administrators and educators in schools with a low grade have ample time over the summer to analyze where and how to improve.

Texas' commitment to reporting school grades annually by August 15 is a good policy.

School Grades: Fundamental Principles

7 Communicate clearly to parents

- Parents need access to school grades and the underlying data for the underlying measures.
- Information should be easy to navigate and explained in simple language and graphics, including on the state website.
- Schools and districts should be required to notify parents of the school's grade and provide information to parents who cannot access the site.

Texas law does require a school report card to be issued and include the indicators for the school grade be included as well as comparisons to other school types.

School Grades: Fundamental Principles

8 Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D or F grades

- Setting the grading scale for earning an A, B, C, D, and F is critical to the success of school accountability.
- The scale should be aspirational, yet attainable
- Automatic increases in the scale should occur when most schools are experiencing success.

1995
Florida began "grading" schools

High Performing
Performing
Low Performing
Critically Low Performing

1998
Moved to Performance Levels

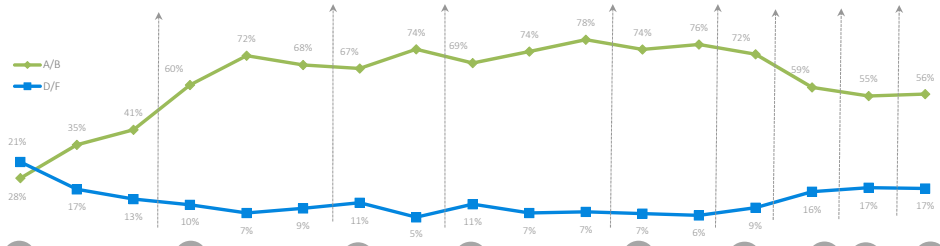
I, II, III, IV, V

1999
Adopted Letter Grades

A, B, C, D, F

2015
Florida has raised the rigor of A-F eight times since 1999

Florida A-F Increased in Rigor and Improved Student Achievement Dramatically Since 1999



1999
Moved to A, B, C, D, F grades

2002
Student learning gains added to calculation

2005
Students with disabilities and ELL added to the calculation

Writing standard raised

2007
Science and math for lowest 25% gains added to the calculation

2010
High school accountability components added:
- Graduation rate
- At Risk Graduation rate
- Acceleration rate
- College readiness rate

2012
Proficiency expectation increased

2013
Writing expectation increased

"F" if less than 25% proficient readers

2014
HS A-F scale increased
Harder grad requirements

2015
New grading formula

New, rigorous tests

School Grades: Fundamental Principles

9 Use grades to identify schools for recognition, intervention, and support

Regardless of the nuances of methodology states use to meaningfully differentiate schools, a key factor is identification or schools that should be rewarded, or provide extra support and resources for intervention at schools that are consistently failing to serve students.

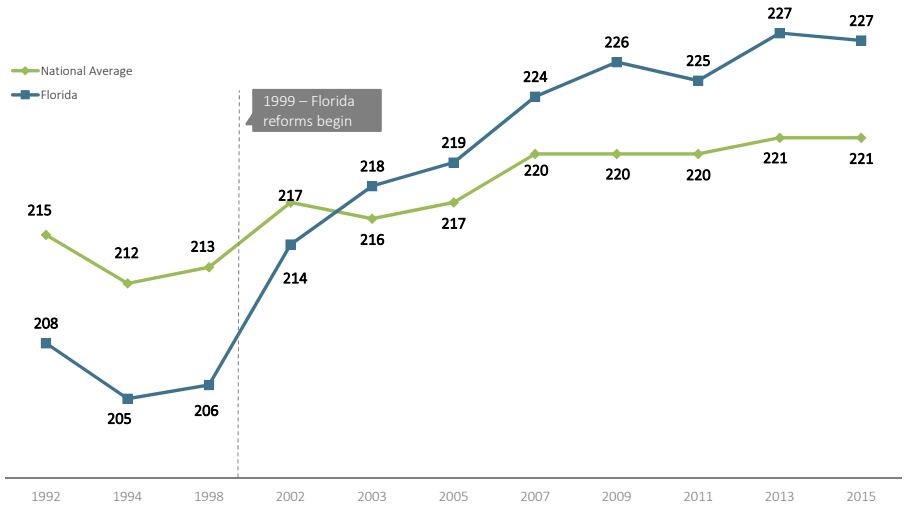
- Schools that improve a letter grade or earn an A, should be recognized as Reward Schools with financial awards for educators and publicity.
- Comprehensive or Targeted Support and Improvement Schools are identified as:
  - Schools with a D or F letter grade.
  - A, B and C schools with subgroups performing as poorly as the bottom 5 percent of schools or D schools or did not meet the needs of their students learning English.
  - High schools that have graduation rates below 67 percent.

Florida Results

	Florida Pre-Reform	Florida Turnaround
Graduation Rates	Eight years of consecutive decline	At an all-time high and continue to rise
Dropout Rates	Continue to rise	Rates continue to decrease
NAEP	Ranked among the bottom performing states on NAEP	Above the national average in 4th grade reading and math
Achievement Gaps	Wide gaps in every demographic comparison	Gaps continue to narrow for all demographic comparisons

NAEP: National Assessment of Educational Progress

Average NAEP 4th Grade Reading Scores, 1992-2015



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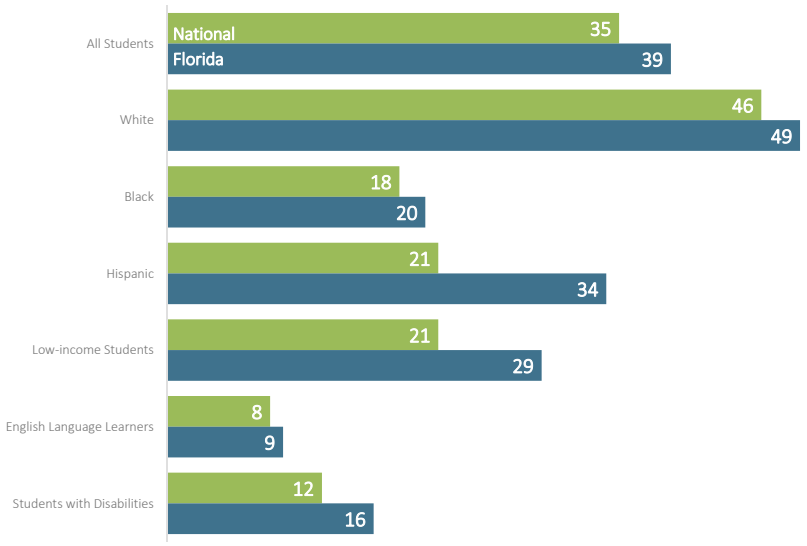
NAEP

Florida and National Students Scoring "Proficient or Above" on 2015 NAEP Grade 4 Reading, by subgroup



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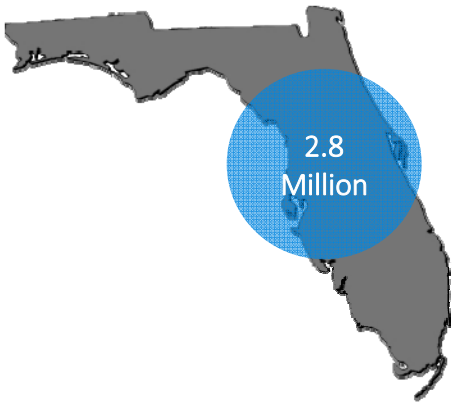
Florida Student Population



58% LIVING IN OR NEAR POVERTY

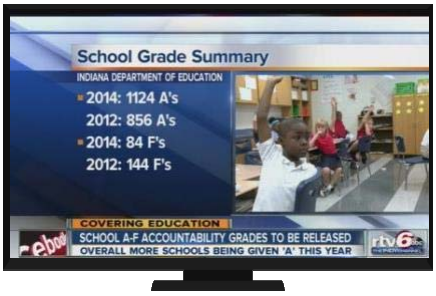
60% NON-WHITE
Majority Minority State

Large population of students learning English as a second language.

Impact of A-F

Increased Transparency

- A, B, C, D, F vs. . . .
- Reward, Celebration Eligible, Continuous Improvement, Focus, Priority



Improved Student Achievement*

- Schools facing accountability under A-F change their instructional policies and practices in meaningful ways.
- Evidence supports that improvement in student achievement and test scores in low-performing schools are because of the pressure to improve.

Increased Parent Involvement

- In Oklahoma, first year of issuing grades, 25,000 more hits on the A-F website than number of students in Oklahoma schools.

Command Focus on Learning

- Leon County (Tallahassee, FL) School board dedicated entire meeting on how to be the first district in the state with no "C" schools.

*National Center for Analysis of Longitudinal Data in Education Research

A-F School Grading

Pros	Cons
• Extremely Successful	• Focus on the Calculation
• Positive Pressure to Raise Student Learning	• Negative Pressure to Keep the Bar Low
• Clear Communications	• Clear Communications
• Fundamental Principles	• Constant Effort

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Achievement Differentials Considerations

Bad Gap Closure

The higher performing comparison subgroup decreases performance more than the lower performing subgroup.

	FRL	Not FRL	Gap
2015	60	70	10
2016	60	65	5

Smaller Gaps Are Not Always Better

A lower performing school has smaller gaps because all students are lower performing.

	FRL	Not FRL	Gap
Red School	60	70	10
Blue School	10	15	5

The Higher Performing Subgroup Should Not Be The Goal

Just because the comparison subgroup is higher performing does not mean that should constitute an aspirational performance goal.

Current Texas Gaps

Measures of meeting or exceeding Level II for each schools' low income and lowest performing race/ethnic subgroups.

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SB 2084 – ExcelinEd Recommendations

Domain	SB 2084	ExcelinEd Recommendation
Domain 1 *Satisfactory performance*	55% - weighting not specified for each domain	40% High 40% Elem/Middle
Domain 2 *Annual Improvement*		20% High 40% Elem/Middle
Domain 3 *Achievement Differentials*		20% High 20% Elem/Middle
Domain 4 *High School*	10% Graduation Rate and 25% on ten measures	10% Graduation Rate and 10% College/Career Ready
Domain 4 *Elem/Middle School*	35% on attendance, dropout and commissioner selected	0%
Domain 5 *Three locally selected community and student engagement programs*	10% weight	0% weight Not comparable across TX. Creates significant local burden on workload and resource expenditure

SB 2084 – ExcelinEd Recommendations

Policy	SB 2084	ExcelinEd Recommendation
Grading Scale		Automatically increase the grading scale by five percentage points once 65% of schools earn an A or B.
Multiple Grades	Grades each domain A, B, C, D or F as well as overall grade	Multiple grades distracts from the overall rating. Instead, report underlying data for each domain.
Averaging	Allows averaging data over three years in the calculation	Remove three year averaging as it can mask + and – trends
Reporting	No later than August 15	Earlier is better. Summer planning of PD, teacher and leader placements, and parent choices

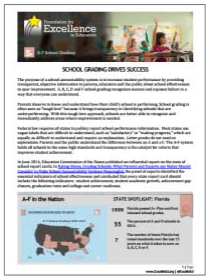
States by School Grading Component

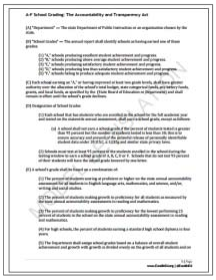
Clear and transparent descriptors	Includes objective, concise measures of student learning	Balance of proficiency and growth measures	Growth is measured to proficient and advanced	Includes growth of the lowest performing students	Timely reporting	Clear, accessible communication to parents	Rigorous, criteria-based grading scale w/auto increases	Grades used to identify schools for recognition, intervention, and support
AL, AZ, AR, FL, GA, IN, LA, ME, MS, NM, NC, OH, OK, TN, TX, UT, WV	AZ, FL, GA, IN, LA, ME, MS, NC, NM, OH, OK, UT, WV	AZ, AR, FL, ME, MS, NM, OK, UT, WV	FL, ME, MS	AL, AZ, FL, IN, LA, ME, MS, NM, OH, OK, UT, WV	FL, NM, NC, TX, WV	AZ, IN, LA, ME, MS, OK, UT	AR, LA, ME, MS, NM, NC, OK, UT	This is a new requirement for ESSA
Do not meet or TBD	Do not meet or TBD AR, TN, TX	Do not meet or TBD AL, GA, IN, LA, NC, OH, TN, TX	Do not meet or TBD AL,AZ, AR, GA, IN, LA, NM, NC, OH, OK, TN, TX, UT, WV	Do not meet or TBD AR, GA, NC, TN, TX	Do not meet or TBD AL, AZ, AR, GA, IN, LA, ME, MA, OH, OK, TN, UT	Do not meet or TBD AL, AR, FL, NM, NC, OH, TN, TX, WV	Do not meet or TBD AL, AZ, FL, GA, IN, OH, TN, TX, WV	Do not meet or TBD AL, AZ, AR, FL, GA, IN, LA, ME, MS, NM, NC, OH, OK, TN, TX, UT, WV
Yes: 17 **No/TBD: 0**	**Yes: 14** **No/TBD: 3**	**Yes: 9** **No/TBD: 8**	**Yes: 3** **No/TBD: 14**	**Yes: 12** **No/TBD: 5**	**Yes: 5** **No/TBD: 12**	**Yes: 7** **No/TBD: 10**	**Yes: 8** **No/TBD: 9**	**Yes: 0** **No/TBD: 17**

School Accountability Resources and Materials

Policy Resources

- Model Legislation
- School Accountability Summary
- Fundamental Principles
- School Accountability Policy Brief
- Growth Models Policy Brief





Implementation Resources

- Action Plan Form
- Excuse v. Reality

Videos

- What grade would your school earn?
- National Summit on Education Reform 2008-2014

Thank You !

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School Grades: Fundamental Principles

School grades provide transparent, objective, and easily understood data to parents, educators and the public to spur improvement and student learning to prepare for the challenges of higher education, the workforce, and civic life. A-F school grading, pioneered in Florida, has been adopted by sixteen additional states [1]in law or rule, and several more states have A-F school grading legislation pending that has a significant chance of becoming law during the 2016 legislative session.

A-F has been a popular and effective accountability tool for two main reasons. First, the rigorous model uses sophisticated, valid, and reliable indicators that are based on student learning outcomes and focused on the performance of the lowest achieving students in each school. Second, and just as importantly, these indicators are aggregated into a rigorous A-F grading scale. The easy-to-understand A-F labels are crucial for promoting transparency and establishing effective incentives for schools. Not surprisingly, these labels have been incredibly popular with parents. In a national poll, 84 percent of parents supported assigning schools a letter grade based on how well they educate their students (McLaughlin & Associates, 2014).

In order to fully realize the benefits of a transparent school accountability system, states should adopt the following fundamental principles:

1. Use clear and transparent descriptors of A, B, C, D, and F
2. Include objective, concise student learning outcome measures
3. Balance measures of student performance and progress
4. Calculate student progress toward grade level and advanced achievement
5. Focus attention on the progress of the lowest performing students in each school
6. Report results in a timely manner as close to the end of the school year as possible
7. Communicate clearly to parents
8. Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D, or F grades
9. Use grades to identify schools for recognition, intervention, and support

1. Use clear and transparent descriptors of A, B, C, D, and F

Using clear and transparent A, B, C, D, and F grades, rather than vague categorical descriptors, ensures that everyone understands how schools are doing. Even if parents don't understand specifics of the school accountability calculation, they will know that A and B is good, that D and F is not good, and a C means there is room for improvement.

School grading brings a command focus on learning because no one, including administrators, educators and parents is satisfied with a C grade or lower. Everyone strives for excellence in a way that does not occur with fuzzy descriptors like "satisfactory" or "performing."

In an A to F system, low performing schools are easily identified and communities rally around them. Florida witnessed countless stories of communities coming together to improve schools to raise

[1] 2016 in order of adoption: FL, AZ, IN, LA, NM, OK, UT, AL, MS, NC, OH, AR, ME, WV, GA, TX and TN – 17 states

student achievement. That didn't happen when Florida used fuzzy descriptors such as performing, low performing, and critically low performing.

A-F descriptors are easily consumable by the general public and draw a heightened amount of interest.

2. Include objective, concise student learning outcome measures

The purpose of federal and state school accountability is to ensure that students are learning. School accountability measures need to be based on what is most important and what measures student success. Strong school accountability models include objective student outcome measures such as performance and progress on statewide assessments, graduation rates, performance on advanced coursework, and/or college readiness measures. These objective measures focus on student learning and achievement.

These measures should be concise in their calculation and not require complex mathematical adjustments or explanations. Simpler is better because it allows individual classroom teachers to focus on goal instead of figuring out how to game the system.

For example, simply using the percent of students who score grade level or higher on the math assessment is a much stronger calculation than a complex indexing system that awards some points for partial proficiency, full points for grade level performance and extra points for advanced proficiency. Seeing 59 percent of students proficient in math is more meaningful than earning 59 points on a "proficiency index." Simple, concise calculations provide transparency and meaningful data to parents and educators.

The process and methods schools use to ensure students learn, such as school culture, student engagement, and access to courses, are extremely important and should be reported publicly, primarily through parent-friendly school report cards. But that information, should be used by local decision makers to improve the educational environment, not included in the portion of statewide accountability systems that identifies schools needing support and interventions.

3. Balance measures of student performance and progress

School accountability systems need to balance student and student progress. All students have the ability to learn, and a strong accountability system must capture measures of that growth. While the ultimate goal is that all students will be performing on grade level, the reality is that many are not. Focusing on both proficiency and growth provides a truer, fairer picture of how a school is doing.

While measuring student proficiency provides useful information on where a school stands in relation to mastery of grade-level standard, it doesn't provide a complete picture. Every school has students who perform at different levels of proficiency. Therefore, states cannot simply compare proficiency across schools because proficiency may be a reflection of the performance of students who entered the school, not the impact of the school demonstrated through student growth.

Using a growth component in the school accountability formula levels the playing field so that schools do not have advantages or disadvantages simply as a result of the students who attend a school. The growth component requires schools to demonstrate that all students, high achieving and low achieving, have made a year's worth of progress in a year's time. Growth ensures schools earn credit for making progress with students who may have entered their school below grade level and have not yet achieved grade level performance, and it also puts pressure on schools who have high performing students to keep them high performing.

Perhaps most importantly, both proficiency and growth should be equally balanced in an accountability system. To weight growth more than proficiency provides less incentive to ensure students are on grade level. States that too heavily weight progress may find themselves issuing A grades to schools with far too few students achieving on grade level, which makes the accountability system lack credibility. To weight proficiency more than growth will create an uneven playing field.

4. Calculate student progress towards grade level and advanced achievement

There are two widely used methods for calculating student growth – "criterion-based" and "norm-referenced" – and adopting a criterion-based method is essential to ensure that each individual student is making progress.

In a criterion-based system, students are measured on their individual progress towards meeting pre-determined expectations. The strongest expectations set the amount of growth a student must make each year at a level that moves her towards achieving proficiency, or if already proficient, to advanced achievement. This growth expectation determines whether or not the student has demonstrated progress towards the mastery of a certain set of skills.

Norm-referenced growth models, by contrast, compare students to the performance of other students across the state – not how well an individual student progressed towards meeting a predetermined standard. In this method, there will always be winners and losers -- students that make growth relative to others and students that do not make growth relative to others, regardless of how well or poorly the students are performing.

In other words, even if student performance improves substantially across the state, there will be "losers" a set of students that are determined to not be making growth, because another set of students did just a little better.

Criterion-based growth to proficiency models are the fairest, because they measure what matters – whether each student is learning enough each year to become proficient – not how well a student did compared to their peers, using an ever-changing scale.

5. **Focus attention on the learning progress of the lowest performing students in each school**

Effective school accountability systems place more focus on students most in need, without ignoring those that are performing on grade level or higher. Instead of focusing on individual demographic

or curricular subgroups of students, which was required under the federal accountability system, and which many states gamed in order to "hide" populations of students within schools, states should focus on the lowest performing students in each school – because each school has a group of lowest performing students.

Low performing students come from all races and ethnicities, all income levels and all curricular backgrounds, and they are found in all schools. Focusing on these lowest performing students ensures the 'right' kids in every school are getting the extra attention and resources needed to catch up with their peers.

6. Report results timely manner as close to the end of the school year as possible

It is important that results of school grades are released with enough time for parents to make decisions about where to send their child to school. Issuing grades before the end of the school year, or shortly thereafter, has many benefits.

- For schools earning a high grade, getting a grade close to the end of the year allows teachers and students to celebrate success when they earned it. Teachers and students who move to different schools do not get to share in the success of earning a good grade.
- For schools earning a low grade, getting a grade close to the end of the year ensures that leaders and educators have ample time over the summer to analyze where their weaknesses were to develop and implement a plan to improve before the start of the next school year.
- For states that have school choice options or remediation plan requirements attached to the school's grade, issuing grades close to the end of the school year allows for these policies to more be effectively implemented.

7. Communicate clearly to parents

Parents need to have access to school grades and the underlying data for the underlying measures. The state should make report cards easily accessible on the agency website. The report cards should have a school grade reported with an explanation of the statewide grading scale to give parents context for the grade. Information should be easy to navigate and explained in simple language and graphics. Schools and districts should be required to notify parents of the school's grade and provide information to parents that cannot access the website.

And ideally, parents should know what their options are if they are not pleased with the school's performance.

8. **Establish rigorous criteria, with automatic increases, in order to earn A, B, C, D, or F grades**

Once it is determined which components are included in the school grading system it is important to establish rigorous criteria and the scale to earn a grade. Setting the grading scale for earning an A, B, C, D, and F is critical to the success of school accountability.

Setting the grading scale too low will result in all schools earning an A or B, which defeats the purpose and meaning of a transparent system. Parents will not know how their school is performing, and the school will not have any incentive to improve. Setting the grading scale too high so all schools are earning a D or F will not build confidence in the system. The school grading scale should reflect that state's national standings and make sense in the context of current student achievement. For example, if the state is ranked at the bottom of the states on the National Assessment of Education Progress (NAEP) reading and math measures, then an accurate grading scale would result in more D and F schools than A and B schools that first year. However, if the state was in the top 10 on NAEP measures, a system that produced more D and F schools than A and B schools would suggest that the grading scale was too high.

Even if a state initially sets a high bar for grades that results in a large number of D and F schools, history proves that it will not remain this way for long. Schools will rise to the challenge and work to improve student performance and their school grade. It is important that the school accountability system has a mechanism to raise the bar as more and more schools are making higher marks. Success is never final and reform in never finished. Raising the bar is critical to continuous improvement.

States should set in law the long-term school grading scale desired while providing for thoughtful, established, automatic increases in the scale as schools are ready (e.g., automatic school grading scale increase).

For example, states could ensure the grading scale will increase by 5 percentage points when 65% or more schools (elementary, middle or high schools) earn an A or B in a given year. These increases will occur until the statewide school grading scale reaches: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, and <60% = F.

An automatic increase allows for the state to set a grading scale that will ensure an appropriate distribution of school grades in the implementation year, but provides for an automatic increase to raise the bar when schools are improving. This approach has two primary benefits: 1) alleviates need for potentially annual changes in law to adjust the scale which can become politically challenging once grades have been issued over time, and 2) allows the scales to be different for elementary, middle and high schools over time – even though they will all ultimately reach 90-100% = A.

Codifying an automatic grading scale increase will allow for raising the bar while avoiding having to open up the school grading law making it susceptible to other changes.

9. Use grades to identify schools for recognition, intervention, and support

Regardless of the nuances of methodology states use to meaningfully differentiate schools, a key factor is identification or schools that should be rewarded, or provide extra support and resources for intervention at schools that are consistently failing to serve students.

Schools that improve a letter grade from the prior year or earn an A, should be recognized as **Reward Schools**. Recognition should include financial awards for educators as well as publicity and certificates of recognition.

- *Comprehensive Support and Improvement Schools*: This category includes the lowest performing 5 percent of Title I schools and all high schools with graduation rates below 67 percent.
- *Targeted Support and Improvement Schools*: These are schools where one or more groups of students are "consistently underperforming," as determined by the state.
- *Additional Targeted Support and Improvement Schools*: These are schools that have one or more groups of students who are performing as poorly as the bottom 5 percent of Title I schools.

Because of the many benefits of having a unitary system of federal and state accountability, the school grading system will be the primary mechanism for identifying schools for support and improvement. However, high schools may also qualify based on graduation rates.

Schools meeting the following criteria will be identified as **Comprehensive Support and Improvement Schools**:

- Schools with an F letter grade. F schools are the lowest performing schools in that they have the lowest percent of students proficient in each subgroup and the lowest percent of students in each subgroup making growth. States currently using A-F school grading have identified more than 5 percent of Title I schools as F school.
- High schools that have graduation rates below 67 percent.

Schools meeting the following criteria will be identified as **Targeted Support and Improvement Schools***:*

- Schools with a D letter grade. D schools exhibit larger achievement and growth gaps than higher performing schools (i.e., subgroups that are "consistently underperforming.")
- A, B and C schools with subgroups performing as poorly as the bottom 5 percent of schools.
- A, B and C schools with subgroups performing as poorly as the subgroups in D schools.
- A, B and C schools who did not meet the needs of their students learning English.

FAST and Smart: Strategies for Identifying Effective and Efficient Schools

A presentation to the Texas Commission on Next Generation Assessments and Accountability

by Lori Taylor, Kurt Beron, Daniel O'Brien and Susan Combs

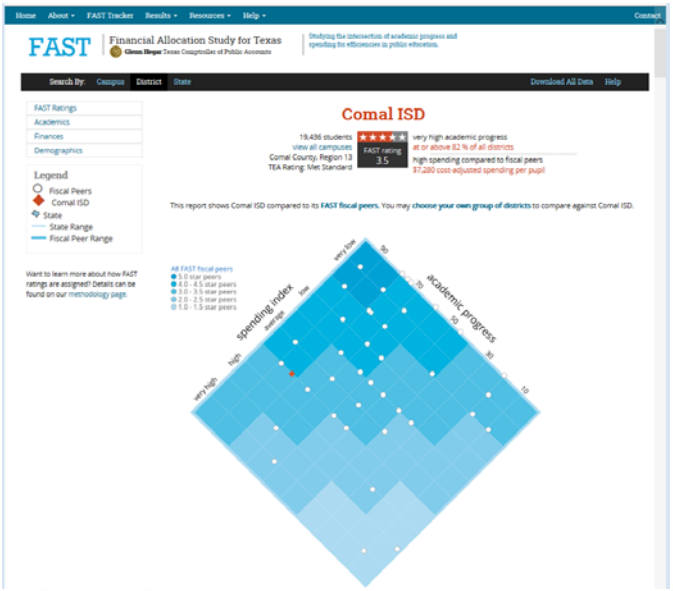
April 20, 2016

TXSmartSchools.org

The Financial Allocation Study for Texas (FAST)

- The 81st Texas Legislature directed the Comptroller, Susan Combs, to "identify school districts and campuses that use resource allocation practices that contribute to high academic achievement and cost-effective operations"
- In response, the Comptroller's office created FAST to examine district and campus resource allocation – and the relationship between these allocations and student achievement
- FAST looked at academic, financial and demographic data and identified school districts and campuses that produced high academic achievement while maintaining cost-effective operations

TXSmartSchools.org



TXSmartSchools.org

Texas Smart Schools

- TXSmartSchools.org is built on the foundational work of the FAST (better, stronger, up-to-date.....)
- This online resource—scheduled to launch early this summer—will empower school districts to benchmark themselves against their peers and enable parents (and taxpayers) to assess the quality of education their children are receiving compared to its cost
- The goal is to improve education by
  - identifying Smart Schools that are both effective and efficient then
  - highlighting their successful practices

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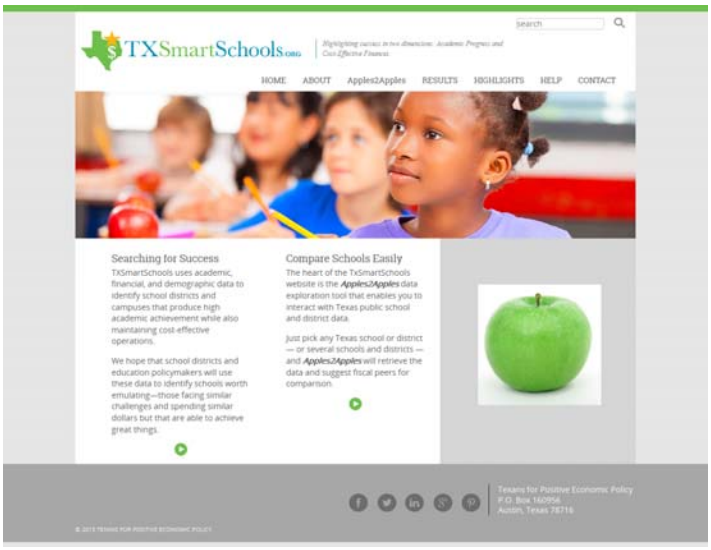

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The Core Philosophy: Apples-to-Apples Comparisons

- Raw data seldom provide sufficient insight for effective decision-making
- Differences in educational context have to be taken into consideration to transform data into information
- Two key dimensions for comparison
  - Academic progress
  - Real expenditures

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Measuring Academic Progress

- Our goal: "identify school districts and campuses that …contribute to high academic achievement"
- Our approach: Value added measure of student gains on the Texas accountability instruments
  - STAAR exams
  - End of Course (EOC) exams

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Academic Progress Measures

- Level the playing field by accounting for student characteristics
- Augment current Texas measures
  - Accountability Rating
  - Campus comparable improvement
- Rely on the same underlying data used in accountability calculations

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Measuring Real Expenditures

- Our goal: "identify school districts and campuses that contribute to ....cost-effective operations"
- Our approach: Use propensity score matching to identify similarly situated schools/districts and measure spending relative to those fiscal peers
  - Each school or district has a unique set of fiscal peers that are its nearest-neighbor matches on key dimensions of educational cost

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The Real Spending Index

- Measures operating expenditures per pupil in core educational functions
  - Core spending excludes food and transportation
  - No construction costs
  - Adjusted for shared service expenditures
  - Payroll components of core spending adjusted for differences in labor cost
- Three-year moving average to limit the influence of one-time spending anomalies

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A Deeper Focus: The Academic Progress Measures

- The model selection process
- Data and selection rules
- Distribution of annual measures by grade span
- Comparison with TEA's Index 2 (Student Progress)

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Model Selection

- Considered widely used value added methods:
  - Dallas model – HLM
  - EVAAS
  - Fixed effects
- Chose the Dallas Model based on:
  - Used for many years with Texas data
  - Cost
- Combined first step (fairness adjustment regressions) into one simultaneous calculation

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The Model

- Three level campus model, two level district model
  - Level 1 (student level) controls for prior math and reading scores (and their squares) and student characteristics (and interactions), test grade
  - Level 2 (district level)—no additional aggregate controls
  - Level 3 (campus level)—campuses nested within districts
- Reliability adjustment
- Separate models for reading and math
- Capture campus and district random effects

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The Data

- Combined statewide data by year (2+ million students)
- STAAR reading and math scores for current and prior year
- EOC exams in English and Algebra, prior test in prior grade and year or 2 grades back two years ago…
  - STAAR tests are the prior tests for the first EOC in each subject
- Only includes scores used in accountability system
- Student attends same campus in fall and spring
- No missing values for test score or control variables

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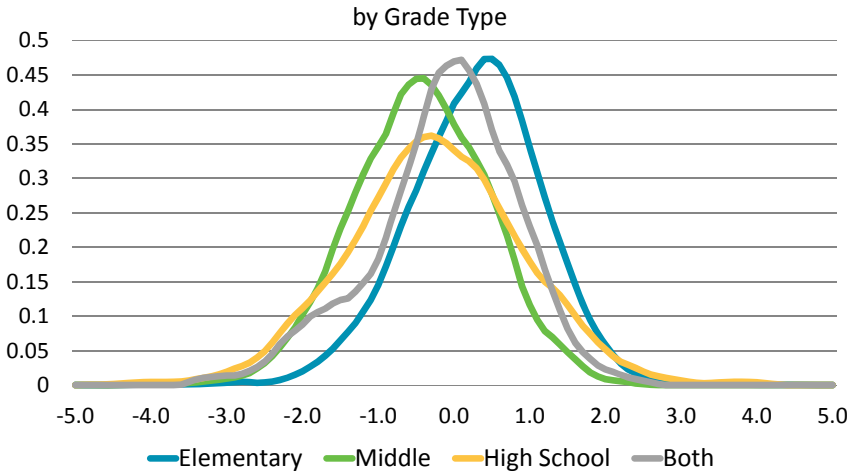
2014 Reading Campus Value Added



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Comparisons with TEA's Student Progress Index

	Index 2 Student Progress	FAST/Smart Academic Progress
Scores?	Scale Score	z-score
Demographic Controls?	Subgroup Analysis	Yes
Test Subjects?	All Subjects	Math and ELA/Reading
Time Frame?	Three-year average	Three-year average
Metric?	Meet/exceed	Continuous measure
Reporting?	Ratio of points awarded when a student met/exceeded progress, relative to total possible points	Percentile rank

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Conclusions

- Our Academic Progress Measure augments the extensive Texas accountability system with value added measures of student academic progress
- Different approach in three ways:
  - Controls for student demographic characteristics
  - Math and ELA/Reading only
  - Three year average and continuous measure
- Three year average measures are quite stable over time
- Correlated with other measures of campus/district success
  - Houston ISD EVAAS, Dallas ISD School Effectiveness Index
- Our biggest challenge: changing testing regime – particularly for high schools

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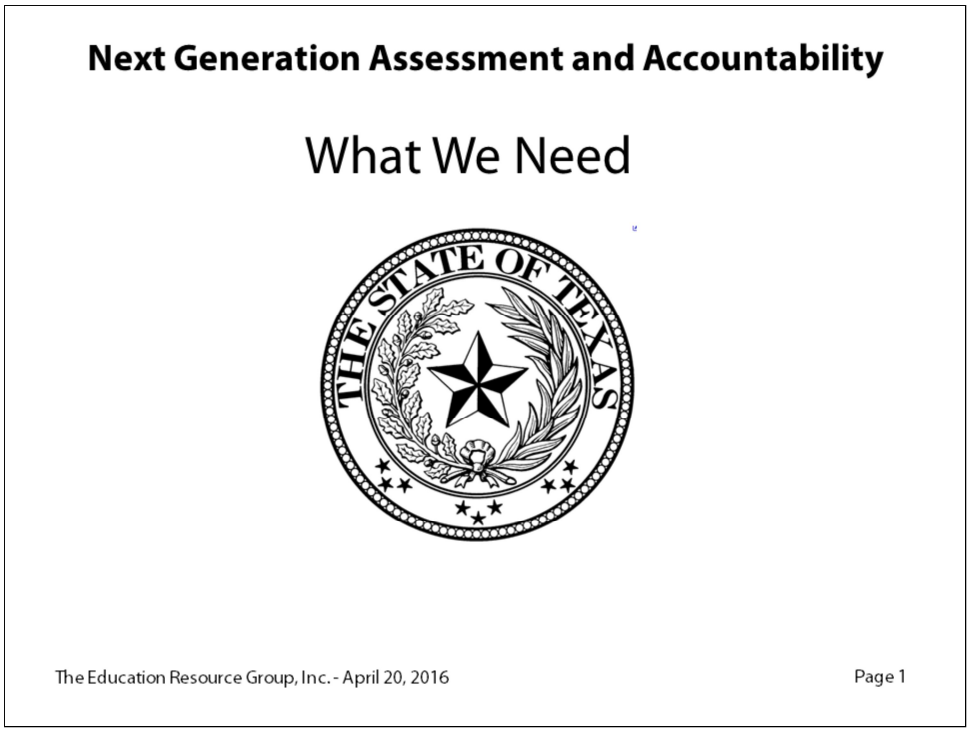

Tim Tauer and Paul Haeberlen bring the lessons that they learned in the private sector to public education.

Paul utilized mathematical models of complex processes in the upstream and downstream oil industry to optimize profitability. He developed an industry standard yield accounting model that is used worldwide by the process industry to measure how raw materials are converted to finished products. This concept applies to public education as the raw materials are pre-school students and the finished product is a high school graduate.

Tim Tauer specialized in business turn-arounds. Tim learned that businesses were failing not because the employees were not working hard, but that they were working on the wrong things. These lessons apply to public education as school districts and campuses ‘fail” not because the staff is not working hard, but that the staff is working on tasks that do not create effective student outcomes.

How difficult is the job of creating an accountability system?

Let’s start with a paradox.

If you were in charge of the phone company in 1960, when it was regulated, what regulation could you write to create the Next Generation phone? Answer, none. Regulations do not create new ideas like an iPhone. If you did write regulations, it would not matter, since the iPhone was created by the computer industry, not the phone company.

The paradox is, that without regulations, the iPhone would not happen either.

We need to know what is working, and what is not working. We need to know who the best practitioners are. We need to know if we are getting better or worse, and in which areas.

Public Education in Texas

ARTICLE 7. EDUCATION

Sec. 1. SUPPORT AND MAINTENANCE OF SYSTEM OF PUBLIC FREE SCHOOLS.

A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free schools.

Sec. 8.002. PURPOSE. Regional education service centers shall:

(1) assist school districts in ***improving student performance*** *in each region of the system;*
(2) enable school districts to ***operate more efficiently*** *and economically; and*
(3) implement initiatives assigned by the legislature or the commissioner.

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The Texas Constitution establishes the groundwork for an efficient system of public free schools.

The Texas Education Code sets explicit priorities for learning and efficient operations.

The Accountability System should support these goals.

What is the Purpose of Accountability?

Accountability

- Set goals and monitor progress
- Guide improvement
  - Rewards and sanctions?
  - Cycle time?

Assessment

- The measurement framework

Measurement frameworks are a way of structuring metrics and those all-important key performance indicators (KPIs) around the strategy, goals, and objectives of the organization.

Next Generation implies “new and improved.” What is broken? Is the accountability system broken or is the incentive system broken?

High stakes are a function of how important the outcome is to the person or organization in question. If an assessment or any other measure determines whether my son or daughter gets into the desired university, then the stakes are high. Stakes can be high (e.g. did I get the job?) regardless of whether assessment measures exist.

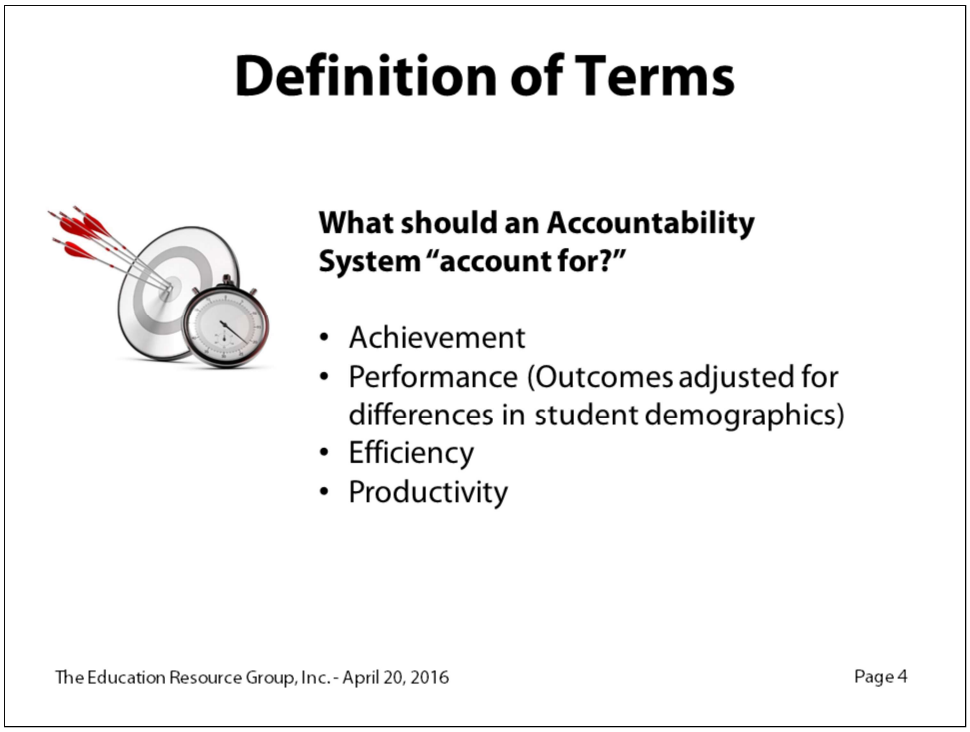
State, District, Campus, and Classroom goals must be clear to all stakeholders. Goals must be measurable.

Guiding improvement is more important than rating. Leaders must have detailed, current, accurate information on performance.

The key compliance measures for enforcing accountability are rewards and sanctions. Rewards are few and far between. Sanctions are plentiful. Are they working? Should we have rewards that offer real incentives to alter performance?

How fast can the Accountability System adapt to changes in the workforce? The workforce is changing much faster than the system that prepares students for the workforce.

We need to measure the adults and not just the students.



The **District Achievement Index** is based on the reported values for each of the core academic metrics. Since the units of measure for each of these metrics are different, the District Achievement Index is defined as the weighted average of the percentiles of these core metrics according to the graphic on the left. Higher values for the District Achievement Index indicate better the overall academic achievement.

The **District Performance Index** is based on demographically adjusted values for each of the core academic metrics. Achievement is heavily influence by the socio-economic status of the students and by itself, cannot provide a clear measurement of the quality of the campus leadership nor the effectiveness of their programs.

Weighting the Academic Indexes:

20% on Index I

30% on STAAR at Postsecondary Readiness

30% on STAAR at Final

20% on Index IV

The **District Financial Index** represents the cost to educate a student so that districts can be compared to each other without regard to regional cost differences and differences in demographic makeup of the student body. A negative value indicates that the district operated efficiently and spent less than expected. A positive value indicates that the district spent more than expected. Operating Services includes expenditures from the Instructional Services, Leadership Services, Non-Student Services, and Student Services groups.

The **District Productivity Index** defines how the organization takes resources and turns those resources into student outcomes. Productivity includes both the cost to educate and the resulting student outcomes.

Performance Versus Achievement

Achievement
Measures students.
Performance
Measures organizations.

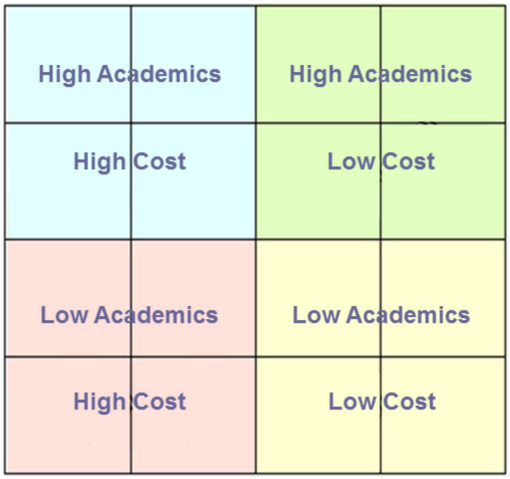
Schools do not fail, but school leadership can fail.

Accountability is about not doing the wrong things. **Performance** is about doing the right things. We need both. We have only one.

Any benchmark system compares apples to apples and in public education, this requires that we adjust for differences in student demographics to allow fair comparisons.

The accountability system has to be focused at the top so that we understand the qualities of high performing leaders and we can develop those qualities on the next generation of leaders.

What is a Performance Framework?



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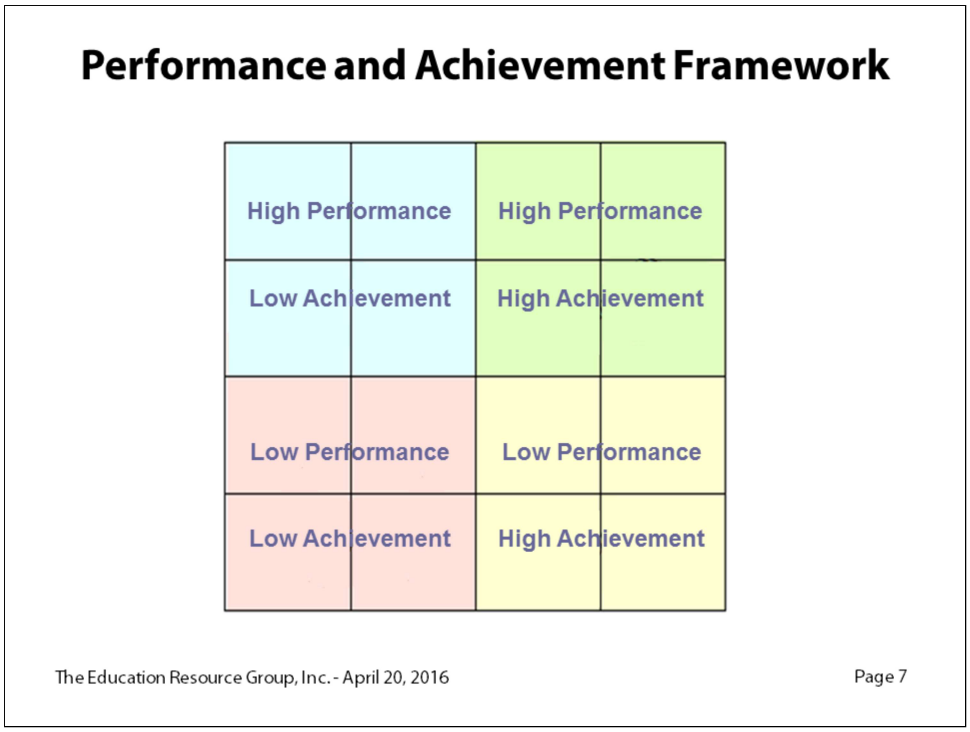
A Performance Framework helps communicate the performance and progress of school districts and campuses.

The Matrix integrates the utilization of resources and their relationship to student outcomes. This format helps with clarity and transparency.

The “Green Box” defines Best Practice districts and campuses.



The Matrix can have programmable axis. This Matrix has Performance on the "Y" axis and Achievement on the "X axis. Underachieving and overachieving districts and campuses are easily identifiable using this Matrix.

Top 10

	Top Achievement		Top Performance		Top Productivity
1	Carroll	1	Valley View	1	Hurst-Euless-Bedford
2	Eanes	2	Los Fresnos Consolidated	2	Cypress-Fairbanks
3	Highland Park	3	Roma	3	Everman
4	Lake Travis	4	Brownsville	4	Pearland
5	Friendswood	5	Sharyland	5	Richardson
6	Allen	6	Carroll	6	Socorro
7	Coppell	7	Ysleta	7	Conroe
8	Frisco	8	Edinburg Consolidated	8	Houston
9	Dripping Springs	9	Rio Grande City Consolidated	9	Carrollton-Farmers Branch
10	Plano	10	McAllen	10	Mesquite

No district is on all 3 lists!

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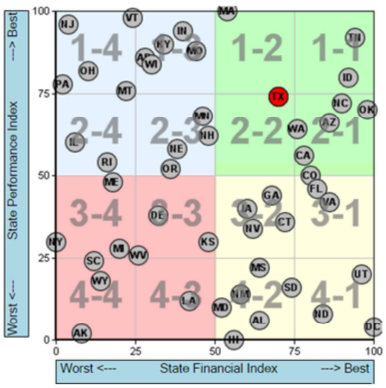
What qualities do we value? Up to now, Achievement has been the dominant quality through high pass rates on assessments, along with high graduation rates and scores on college readiness assessments.

Achievement is an excellent measure of student outcomes. Performance and Productivity are excellent measures of organizational effectiveness.

Does it matter if some school districts are able to accomplish higher student outcomes at lower costs? Since the accountability system does not measure this, we cannot identify those districts and campuses and we cannot learn from them.

Texas - How Are We Doing?



46th in Socio-Economic Index
35th in Academic Achievement Index
14th in Academic Performance Index
16th in Financial Index

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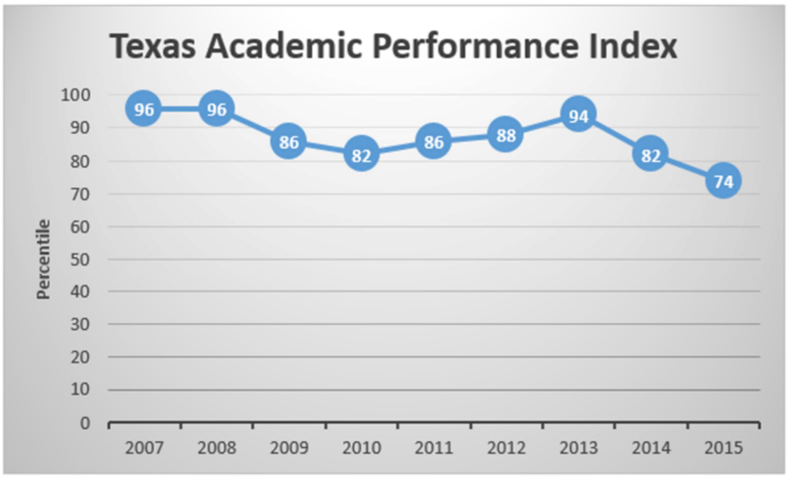
Any accountability system should be able to answer the questions: “How is Texas doing?” “How is Texas trending?”

Texas is ranked 35th in Achievement and 14th in Performance. Why is it important for us to know both measures?

Texas is in the “Green Box” of Best Practice states. Who in Texas is aware of this fact? Should this knowledge inform our policies?

Texas - How Are We Trending?



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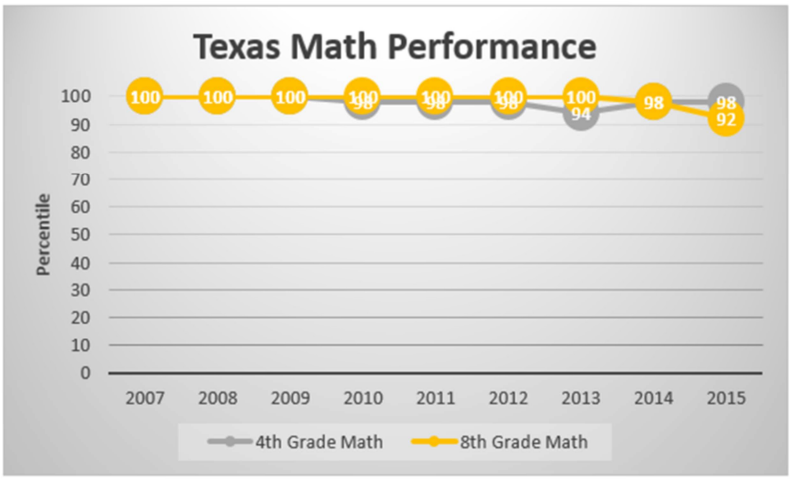
The Academic Performance Index is the “Y-Axis” on the Performance Matrix. The goal is to be #1, at the top of the Matrix.

Texas is now in the 2nd quartile, being out of the 1st quartile for the first time since 2007. Texas declined by 20 percentiles (10 ranking positions) between 2013 and 2015. Do we know why?

What is contributing to the decline? What can we do to reverse the decline?

Math - How Are We Trending?



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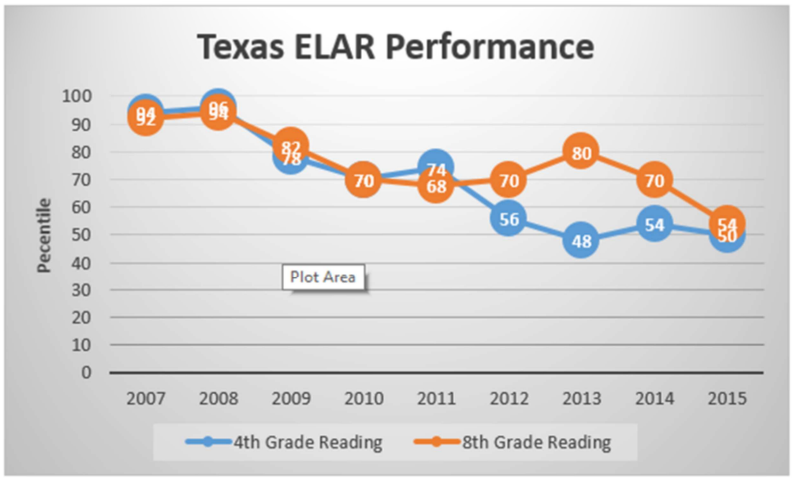
Texas has consistently high performance on 4th and 8th grade math NEAP scores after adjusting for differences in student demographics.

We recently revised the Math TEKS? What is the expectation for improvement in math scores are a result of the change? Are the scores improving?

ELAR - How Are We Trending?



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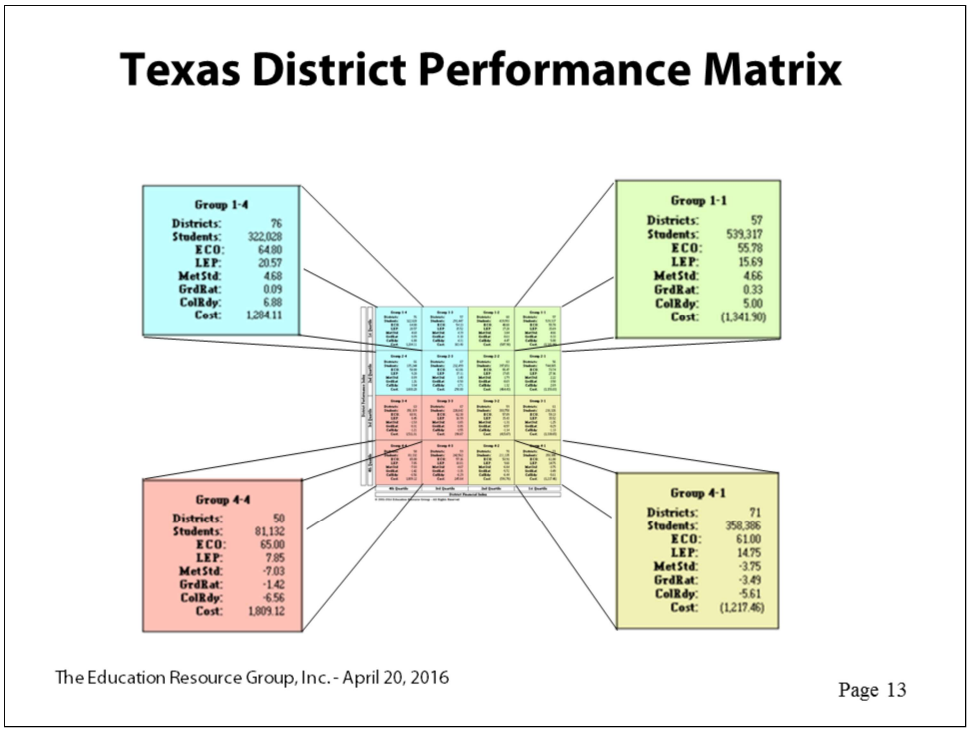
ELAR scores are declining, even after adjusting for differences in student demographics.

What are the reasons for the decline? What strategies should we adopt to reverse the decline?

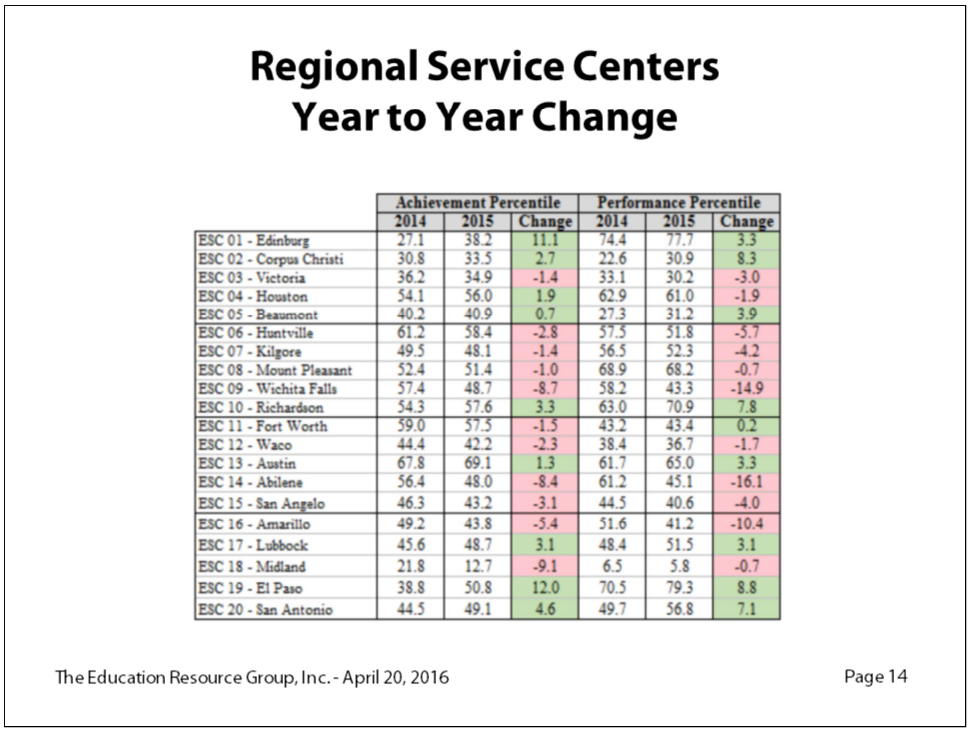


This Performance Matrix represents the relative performance of all school districts in Texas in spending (cost per student adjusted for demographic and regional cost differences) and academic outcomes (results over or under an expected value for a balanced scorecard of academic outcomes adjusted for differences in student demographics). In this image, the “Green Box” is in the upper right. Each of the 16 segments shows the summary results of all school districts in that segment.

Note the large differences in spending between segments along the right side (low spenders) of the Matrix and the left side (high spenders) that achieve similar academic outcomes. Note the large differences in academic outcomes between segments across the top (high performers) and those across the bottom (low achievers) that spend similar amounts. These gaps are independent of the differences in student demographics, and can be attributable to leadership effectiveness or lack of effectiveness.

Also take note of the fact that the percentage of economically disadvantaged students in similar in all of the 16 segments. Some districts with high percentages of economically disadvantaged students exhibit high academic outcomes. Some districts with low percentages of economically disadvantaged

students exhibit low academic outcomes.



Regional Service Centers
Year to Year Change

	Achievement Percentile			Performance Percentile		
	2014	2015	Change	2014	2015	Change
ESC 01 - Edinburg	27.1	38.2	11.1	74.4	77.7	3.3
ESC 02 - Corpus Christi	30.8	33.5	2.7	22.6	30.9	8.3
ESC 03 - Victoria	36.2	34.9	-1.4	33.1	30.2	-3.0
ESC 04 - Houston	54.1	56.0	1.9	62.9	61.0	-1.9
ESC 05 - Beaumont	40.2	40.9	0.7	27.3	31.2	3.9
ESC 06 - Huntville	61.2	58.4	-2.8	57.5	51.8	-5.7
ESC 07 - Kilgore	49.5	48.1	-1.4	56.5	52.3	-4.2
ESC 08 - Mount Pleasant	52.4	51.4	-1.0	68.9	68.2	-0.7
ESC 09 - Wichita Falls	57.4	48.7	-8.7	58.2	43.3	-14.9
ESC 10 - Richardson	54.3	57.6	3.3	63.0	70.9	7.8
ESC 11 - Fort Worth	59.0	57.5	-1.5	43.2	43.4	0.2
ESC 12 - Waco	44.4	42.2	-2.3	38.4	36.7	-1.7
ESC 13 - Austin	67.8	69.1	1.3	61.7	65.0	3.3
ESC 14 - Abilene	56.4	48.0	-8.4	61.2	45.1	-16.1
ESC 15 - San Angelo	46.3	43.2	-3.1	44.5	40.6	-4.0
ESC 16 - Amarillo	49.2	43.8	-5.4	51.6	41.2	-10.4
ESC 17 - Lubbock	45.6	48.7	3.1	48.4	51.5	3.1
ESC 18 - Midland	21.8	12.7	-9.1	6.5	5.8	-0.7
ESC 19 - El Paso	38.8	50.8	12.0	70.5	79.3	8.8
ESC 20 - San Antonio	44.5	49.1	4.6	49.7	56.8	7.1

There are significant changes in performance from year to year throughout the state. An accountability system should highlight these for when corrective interventions are appropriate.

The image shows the aggregate performance of all districts in the respective Regional Service Centers. Each Regional Service Center would have a similar chart with the districts within the Region. Each district would have a similar chart for its campuses.

Relative Versus Absolute Performance

Absolute Performance

Score on a test

Graduation rate

Relative Performance

Score on a test relative to expected score

A height-weight chart is an example of a relative measure. The chart tells you whether you are under, over, or at an expected weight. This is the actionable information. How much you weight is not actionable without a reference to an expected value.

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Most accountability systems, including ours, use absolute measures of student outcomes, primarily achievement.

This is important to understand because absolute measures can be “fuzzy.” What does college ready mean? What does workforce ready mean? What score defines a 4th grade level?

How can relative measures offer benefits?

Summary

Let the leaders lead.

An Accountability System should:

Have a common goal
Guide improved performance
Be simple and transparent
Be timely and consistent
Use the data more effectively!

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There are several weaknesses in the current accountability system. Some are solvable without significant changes.

Start by providing actionable information to all districts and campuses. We spend lots of money collecting data and very little analyzing it and turning it into actionable information.

- All participants should share a common goal.
- Accountability starts at the top.
- Rigorously collect, analyze, publicize, and utilize the data.
- Be consistent from year to year so districts are not chasing a moving target.

No organization is tasked with analyzing statewide data and developing effective strategies. A Performance Center would fill this need.

March 23, 2016 Working Session Notes

Texas Commission on Next Generation Assessments and Accountability

Created by Juli Fellows, Ph.D.

Contents

Process Summary

Members of the Texas Commission on Next Generation Assessments and Accountability participated in a three-and-a-half hour facilitated work session on March 23, 2016. Their first task was to work in groups to explore the purposes and roles of both the student assessment and state accountability systems. After each group reported their findings, the group identified elements they shared in common.

Members then worked in groups to identify both the strengths and the gaps in the current student assessment and accountability systems. Their work was displayed on charts and both members and the audience were invited to view these charts.

As a large group, they brainstormed ideas to reduce the gaps in the student assessment system. They were encouraged to be creative. All ideas were recorded. They produced 24 ideas for improving student assessment. Each of the participating Commission members was given five dots to indicate which ideas he or she felt were the most important, meaningful, or impactful. Sixteen ideas received at least one dot. The ideas which received at least three dots are listed below.

- Student growth and progress should be the basis for performance measurement. (11 dots)
- Have multiple assessments in real time (i.e. not all on one day). Spread it out and have more timely feedback. (11 dots)
- Data should be actionable for both educators and students in real time. (6 dots)
- Take advantage of technology to use formative assessments regularly to draw summative conclusions (use some money now spent on testing to buy the technology.) (4 dots)
- Present the data so it is understandable to parents of all education or socio-economic status (SES) levels, so they understand where their child is. (3 dots)

The same process was used to brainstorm 24 ideas to reduce the gaps in the state accountability system. Fourteen ideas received at least one dot. The ideas receiving three or more dots are shown below.

- The accountability system should NOT be a mirror of SES of the community. Capture the growth component in a simple way. Don't fail just because you're in an economically poor community. Align resources to fit needs. (8 dots)
- Use a matrix of growth and achievement (see diagram below) for both state accountability and student assessment. Maintain achievement status in all reports we create. (8 dots)
- Better align federal and state assessments. (5 dots)
- Include non-test measures, for example, community engagement or college readiness. (5 dots)
- Make student **growth** an important measure of the accountability system. (4 dots)
- Ensure that high levels of accountability have strategic resources and supports to improve academic outcomes in struggling schools. (4 dots)
- Be clear about what we measure – just a few things that are the best measures. (4 dots)
- Increase the clarity for parents and educators about what the results mean. (3 dots)

Commission members appreciated the opportunity explore their commonalities and similarities, including collectively identifying concrete steps that can be taken to improve existing systems of assessment and accountability. Members noted that there was more agreement than disagreement, including consensus around the concepts of holding adults accountable more than children, using growth in addition to achievement status as a measure of success, using the data to identify best practices and enhance collaboration, and having fair, timely, meaningful assessments that don't all happen on one day.

Commissioner members also agreed that the current assessment program should take better advantage of technology, there should be greater alignment of state and federal accountability requirements, and resources should be targeted to improve struggling schools. One important aspect of improving existing systems is to be clear about what is measured so that parents and educators truly know what the assessment and accountability results mean.

Group 1: Purpose(s) and Roles of Student Assessment

Purpose: To help guide teacher instruction to obtain feedback in order to adjust instruction to achieve grade level expectation.

- How is my child doing?
- Are resources being effectively/efficiently used?
- To evaluate whether students are ready after K–12.

Group 2: Purpose(s) and Roles of Student Assessment

1. We want to know if students grow in terms of what they knew when the course began, versus what they know at the end of a course.
2. We want to know if students are achieving at grade level.
3. We should use formative assessment to draw summative conclusions so we can differentiate instruction to address learning deficiencies.
4. We currently use student assessment to hold school districts accountable.

Group 3: Purpose(s) and Roles of Student Assessment

- To know how students are doing academically.
- Looking at data at the student level so that students use it for growth.
- Results need to be timely.
- Help decision makers make good decisions about allocation of financial resources.
- Aggregating individual data helps accomplish resource allocation.

Common Elements among Groups in Purposes of Student Assessment

- Student growth.
- Tool for educators – timely feedback.
- To inform parents.
- To figure out if students are ready post preK–12.
- A tool for decision makers in schools and the broader community to see if they are getting the “bang for their buck.”
- A way to inform instruction.

Common Elements among Groups in the Roles of Student Assessment

- A tool for comparison (from the individual student level to the state level).
- Related to above, help identify gaps and populations with needs and allocate resources to help them.
- Determine if we are being successful.
- Data on whether we are achieving our outcomes (though there is a lack of consensus on what the outcomes are or should be.)
- Inform and drive instruction through differentiation (use data formatively so students can improve before it’s “a done deal”).
- Open doors to collaboration among educators, to share best practices.
- Help universities and colleges of education to better prepare teachers to be successful, have them ready to succeed.

Group 1: Purpose(s) and Roles of State Accountability System

- Accountability is the responsibility of the ADULTS.
    - U.S. versus International
    - State versus state
    - District versus district
    - Campus versus campus

Group 2: Purpose(s) and Roles of State Accountability System

1. We want to determine if schools are accomplishing goals.
2. It is used to penalize poor performance.
3. It is used to remedy poor performance.
4. It could be used to mentor poor performance with great performance.
5. Are we assessing the right things?

Group 3: Purpose(s) and Roles of State Accountability System

Purposes (WHY we do it)

- To make sure students are mastering basic skills.
- To hold districts accountable.
- To ensure the school system is meeting the needs of all students.
- To incentivize "good behavior."

Roles (HOW we use it)

- By using information/data to improve.
- Use to compare across districts.

Common Elements among Groups in the Purposes of State Accountability System

- Hold adults responsible more than children.
- Hold "bad actors" accountable. It's reality that there are some.
- By comparison, identify best practices, what creates success, learn from these.
- Break down barriers to collaboration, to learn from each other.
- There are different purposes for the different levels of institution, i.e. international, state, district, campus.

Common Elements among Groups in the Roles of State Accountability System

- Would like to see a measure of gains to incentivize good teaching.
- The Legislature sets the direction and holds districts accountable for following the law and the direction set.
- There's a continuum of roles from punitive to collaborative.

- To identify where we are not being effective.
- To form a narrative about how our state, schools and students are doing. To paint a story.
- Could be used to scale greater student outcomes and opportunities.
- Could be used to identify best practices.
- Could be used to identify ways to better allocate resources. Be pragmatic about what's not having the desired impact and course correct.
- We'd like it to be a system where this information could tell us precisely which districts are reaching outcomes to influence resource allocation to help those below the line and keep those above the line on target.

Group 1: Strengths of the Student Assessment and State Accountability Systems

- Disaggregation of data.
- Every child.
- Familiar.
- Sorts by sub-populations.

Group 1: Gaps in the Student Assessment and State Accountability Systems

- Lack of public clarity.
- Tests every child.
- Not developmentally appropriate.
- Spread component – random versus cut score.
- Lots of time.
- Drives curriculum.
- Not a growth measure.
- Appropriateness of questions.
- Too much emphasis on test as a tool.

Group 2: Strengths of the Student Assessment and State Accountability Systems

Student Assessment System	State Accountability System
1. Much data. 2. Emphasis on readiness standards. 3. Alignment.	1. Subpopulation progress. 2. Exposes district deficiencies.

Group 2: Gaps in the Student Assessment and State Accountability Systems

Student Assessment System	State Accountability System
1. Redundancy. 2. Assessment of what? 3. Lack of efficiency. 4. Untimely results.	1. Lack of clarity of what readiness really is. 2. Not competency-based. 3. Untimely results. 4. Rewards socio-economic status.

Group 3: Strengths of the Student Assessment and State Accountability Systems

Student Assessment System	State Accountability System
Massive amounts of data.	Domains increased emphasis on student growth.
System is very thoughtful, various iterations.	Disaggregation of data.
IS a standardized, objective measure.	Cannot hide/ignore struggling subgroups.
Highlighted areas of weakness focus has allowed for improvement.	
Higher expectations – raising the bar.	
	Attempts to provide transparency for parents.

Group 3: Gaps in the Student Assessment and State Accountability Systems

Student Assessment System	State Accountability System
Not timely.	Creates stress and pressure.
Not used for instruction.	
Takes too long.	
"One size fits all."	
Too much time preparing for it.	
Boils down to multiple choice – not accurate reflection of knowledge.	Teaching to the test.
No measure of social emotional learning.	Punitive and high stakes.
Does not help individual, is used globally.	Relies on one snapshot.
Parents do not have access to data in user friendly way.	Narrows the curriculum. "An inch deep and a mile wide."
Does not measure growth of individual.	Lack of focus on preK-grade 2.
Test is so long it's a measure of student tolerance.	Focuses on outputs.
Measuring or testing on just one day, perhaps it was not a good day!	

Other Gaps Noted During Discussion

- The least experienced teachers go into the high-risk schools.
- What if we're getting really good at measuring the wrong things?

Brainstormed Ideas for How to Reduce the Gaps in Student Assessment

(The number in the right column is the number of dots given to that idea. Members participated in this exercise and members were allowed to put more than one dot on an item.)

Brainstormed Idea	No. of Dots
A. Reassess what it is we are assessing, to make it more meaningful to the work force.	1
B. Make the data more available to educators to inform instruction.	0
C. Data should be actionable for both educators and students in real time.	6
D. Student growth and progress should be the basis for performance measurement.	11
E. Present the data so it is understandable to parents of all education or SES levels, so they understand where their child is.	3
F. Consider student's other body of work in evaluating their depth of learning (not all multiple choice).	0
G. Make sure assessment is developmentally appropriate at the grade level.	1
H. Remove high stakes from the test. Take it off the students so that it's not punitive to students. We've been testing for 30 years and haven't seen the needle move.	0
I. Make it highly technological, so that get real-time, immediate feedback.	1
J. Have multiple assessments in real time (i.e. not all on one day). Spread it out and have more timely feedback.	11
K. Have more clarity, awareness for the public to understand these assessments.	1
L. Use computer-adaptive testing to test the depth of learning and tailor instruction.	2
M. Take advantage of technology to use formative assessments regularly to draw summative conclusions (use some money now spent on testing to buy the technology).	4
N. Be more efficient in remediation, use data to remediate only the weak areas, not the whole course.	0
O. Include in assessment a measure of inputs, e.g. community resources to support learning.	1
P. Regarding idea A (reassess what we are assessing), don't think of it as a standards question but as a BIGGER question.	0
Q. Align the assessment to what students need in college and workforce 10 years out.	2
R. Include holistic, multiple indicators from academic, social-emotional and cultural climate domains. (Cultural climate means campus culture, measured through qualitative measures like student surveys).	1
S. See more depth in instruction and assessment to emphasize critical thinking over memorizing facts.	2
T. Add a component on critical thinking at the H.S. level (questions that don't have just one right answer).	0
U. Fewer requirements on security and more on adaptability.	0
V. Be thoughtful about the purpose of assessment. It can't serve ALL purposes. It's only one component of our educational system.	2
W. Streamline the standards.	1
X. Reduce, as much as possible, reliance on standardized testing to free up resources for more meaningful assessment.	0

Brainstormed Ideas for How to Reduce the Gaps in Student Assessment in Order of Number of Dots

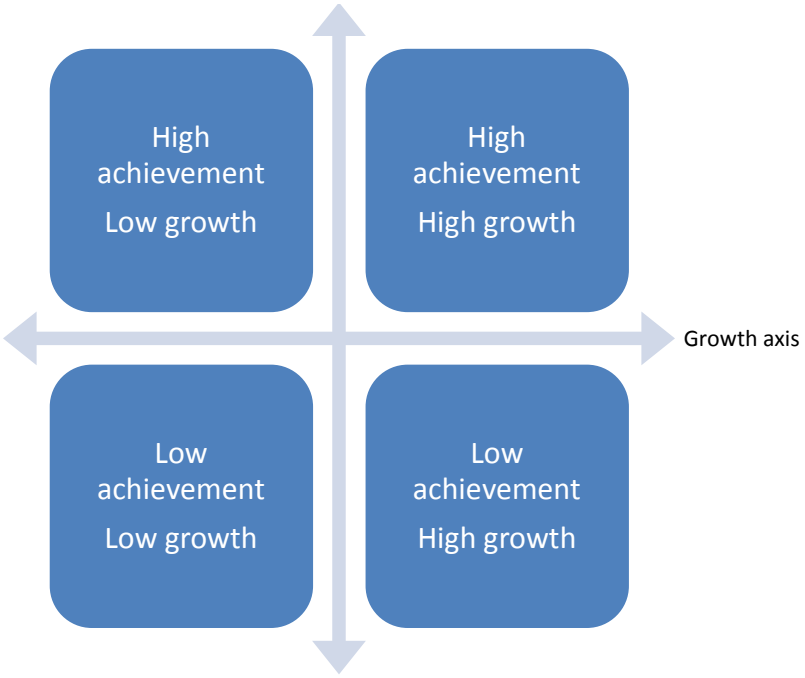
Brainstormed Idea	No. of Dots
D. Student growth and progress should be the basis for performance measurement.	11
J. Have multiple assessments in real time (i.e. not all on one day). Spread it out and have more timely feedback.	11
C. Data should be actionable for both educators and students in real time.	6
M. Take advantage of technology to use formative assessments regularly to draw summative conclusions (use some money now spent on testing to buy the technology).	4
E. Present the data so it is understandable to parents of all education or SES levels, so they understand where their child is.	3
L. Use computer-adaptive testing to test the depth of learning and tailor instruction.	2
Q. Align the assessment to what students need in college and workforce 10 years out.	2
S. See more depth in instruction and assessment to emphasize critical thinking over memorizing facts.	2
V. Be thoughtful about the purpose of assessment. It can't serve ALL purposes. It's only one component of our educational system.	2
A. Reassess what it is we are assessing, to make it more meaningful to the work force.	1
G. Make sure assessment is developmentally appropriate at the grade level.	1
I. Make it highly technological, so that get real-time, immediate feedback.	1
K. Have more clarity, awareness for the public to understand these assessments.	1
O. Include in assessment a measure of inputs, e.g. community resources to support learning.	1
R. Include holistic, multiple indicators from academic, social-emotional and cultural climate domains. (Cultural climate means campus culture, measured through qualitative measures like student surveys).	1
W. Streamline the standards.	1
B. Make the data more available to educators to inform instruction.	0
F. Consider student's other body of work in evaluating their depth of learning (not all multiple choice).	0
H. Remove high stakes from the test. Take it off the students so that it's not punitive to students. We've been testing for 30 years and haven't seen the needle move.	0
N. Be more efficient in remediation, use data to remediate only the weak areas, not the whole course.	0
P. Regarding idea A (reassess what we are assessing), don't think of it as a standards question but as a BIGGER question.	0
T. Add a component on critical thinking at the H.S. level (questions that don't have just one right answer).	0
U. Fewer requirements on security and more on adaptability.	0
X. Reduce, as much as possible, reliance on standardized testing to free up resources for more meaningful assessment.	0

Brainstormed Ideas for How to Reduce the Gaps in State Accountability

(The number in the right column is the number of dots given to that idea. Members participated in this exercise and members were allowed to put more than one dot on an item.)

Brainstormed Idea	# Dots
A. Make student **growth** an important measure of the accountability system.	4
B. Make accountability the responsibility of the adults, not the children.	2
C. Consider a way to take technology to do more "peer tutoring" for failing schools. Improvement over punishment.	0
D. Ensure that high levels of accountability have strategic resources and supports to improve academic outcomes in struggling schools.	4
E. Increase the clarity for parents and educators about what the results mean.	3
F. Establish a common language to define outcomes.	1
G. Better align federal and state assessments.	5
H. Continue having data disaggregated to highlight struggling groups.	1
I. Include non-test measures, for example, community engagement or college readiness.	5
J. Be clear about what we measure – just a few things that are the best measures.	4
K. Give greater reward for completion of difficult things (e.g. degrees, certifications).	2
L. Make sure teachers have resources and systems of professional development to help them succeed.	0
M. The accountability system should NOT be a mirror of SES of the community. Capture the growth component in a simple way. Don't fail just because you're in an economically poor community. Align resources to fit needs.	8
N. Much better coordination between districts and teacher preparation programs.	0
O. Let parents and the community know how they stand up against other communities. Have similar comparisons for the state and national levels.	0
P. Clarify the Commissioner of Education's actions, i.e. specify what "must do" rather than "may do".	0
Q. Create a Performance Review Center to analyze the data, produce unbiased reports for districts to use.	1
R. This is a question, not an answer. How could we meld credit for growth and workforce needs for students who are ready?	0
S. As long as the growth trajectory is towards fair, precise and clear outcomes, stay hands-off. When the trajectory is downward and crosses a threshold, it would trigger a response and a method of offering support and keeping district accountable.	2
T. Create a clear standard – credit for maintaining achievement of that standard. Move from creating a floor to a ceiling, e.g. move to college credit hours, associate degrees, levels of diplomas. **Everyone** needs room to grow.	0
U. Use a matrix of growth and achievement (see diagram) for both state accountability and student assessment. Maintain achievement status in all reports we create.	8
V. Make the accountability criteria clear to districts in a timely manner. Share status clearly before releasing to the community. Where are you in the trajectory?	0
W. The definition of college or career readiness varies tremendously by college or business group. Building backwards on the basis of this means our accountability system is not built "on firm rock" – it's a moving target.	0
X. Our K-12 system is a dinosaur. System alignment between college and K-12. Increase college reach, make it more seamless between the two systems.	0

Diagram illustrating Idea U.



Brainstormed Ideas for How to Reduce the Gaps in the State Accountability System in Order of Number of Dots

Brainstormed Idea	# Dots
M. The accountability system should NOT be a mirror of SES of the community. Capture the growth component in a simple way. Don't fail just because you're in an economically poor community. Align resources to fit needs.	8
U. Use a matrix of growth and achievement (see diagram) for both state accountability and student assessment. Maintain achievement status in all reports we create.	8
G. Better align federal and state assessments.	5
I. Include non-test measures, for example, community engagement or college readiness.	5
A. Make student **growth** an important measure of the accountability system.	4
D. Ensure that high levels of accountability have strategic resources and supports to improve academic outcomes in struggling schools.	4
J. Be clear about what we measure – just a few things that are the best measures.	4
E. Increase the clarity for parents and educators about what the results mean.	3
B. Make accountability the responsibility of the adults, not the children.	2
K. Give greater reward for completion of difficult things (e.g. degrees, certifications).	2
S. As long as the growth trajectory is towards fair, precise and clear outcomes, stay hands-off. When the trajectory is downward and crosses a threshold, it would trigger a response and a method of offering support and keeping district accountable.	2
F. Establish a common language to define outcomes.	1
H. Continue having data disaggregated to highlight struggling groups.	1
Q. Create a Performance Review Center to analyze the data, produce unbiased reports for districts to use.	1
C. Consider a way to take technology to do more "peer tutoring" for failing schools. Improvement over punishment.	0
L. Make sure teachers have resources and systems of professional development to help them succeed.	0
N. Much better coordination between districts and teacher preparation programs.	0
O. Let parents and the community know how they stand up against other communities. Have similar comparisons for the state and national levels.	0
P. Clarify the Commissioner of Education's actions, i.e. specify what "must do" rather than "may do".	0
R. This is a question, not an answer. How could we meld credit for growth and workforce needs for students who are ready?	0
T. Create a clear standard – credit for maintaining achievement of that standard. Move from creating a floor to a ceiling, e.g. move to college credit hours, associate degrees, levels of diplomas. **Everyone** needs room to grow.	0
V. Make the accountability criteria clear to districts in a timely manner. Share status clearly before releasing to the community. Where are you in the trajectory?	0
W. The definition of college or career readiness varies tremendously by college or business group. Building backwards on the basis of this means our accountability system is not built "on firm rock" – it's a moving target.	0
X. Our K-12 system is a dinosaur. System alignment between college and K-12. Increase college reach, make it more seamless between the two systems.	0

Attachment A: Detailed Process Agenda

Texas Commission on Next Generation Assessments and Accountability

March 23, 2016 Work Session Agenda

Work Session Goal

- Begin to provide guidance about direction of recommendations for the final report.

Work Session Objectives

1. Seek agreement on the purpose(s) and roles of a state accountability system and the purpose(s) and roles of student assessment.
2. Begin to identify perceived strengths and gaps in the current student assessment system and the current state accountability system.
3. Brainstorm ideas for removing or reducing the gaps in the student assessment system and the state accountability system. Get input on which ideas have the greatest support among the members.

Work Session Agenda

1:00 Introduce Juli.
Dr. Fellows is an independent meeting facilitator and mediator who has been in private practice since 1993. She specializes in helping diverse groups agree on public policy recommendations.
Juli reviews and gets agreement to the session goal, objectives, agenda and discussion guidelines.

1:05 Move to small groups (assigned).
Brainstorm the PURPOSE of a student assessment system (WHY we do it) and the roles it serves (HOW it is used.)

1:20 Back to full group.
Report out. (2 minutes per group)
Are there any ideas common to at least two groups? Find ideas or principles that the majority of members support.

1:40 Move to small groups.
Brainstorm the PURPOSE of a state accountability system (WHY we do it) and the roles it serves (HOW it is used.)

1:55 Back to full group.
Report out. (2 minutes per group).
Are there any ideas common to at least two groups? Find ideas or principles that the majority of members support.

2:10 Move to small groups.
Brainstorm perceived strengths of the current assessment system and (separate list) of the current accountability system.

2:30 Brainstorm perceived gaps in the current assessment system and (separate list) of the current accountability system.

3:00 Break

3:10 Large group discussion.
Brainstorm options to meet overcome perceived gaps in the assessment system. (Large group - round robin. One idea per person, go around at least twice. Anyone may pass. Juli records.

3:30 Large group discussion.
Brainstorm options to meet overcome perceived gaps in the accountability system. (Large group - round robin. One idea per person, go around at least twice. Anyone may pass. Juli records.

3:50 Dot voting on both lists. Each person gets five dots for each list (separate colors.).

4:05 Look at results of dot voting. Where is the greatest support?

4:30 Closing remarks.

Attachment B: Commission Group Seating

March 23, 2016 Commission Meeting

GROUP SEATING ASSIGNMENTS

GROUP 1	GROUP 2	GROUP 3
Aycock	Alexander (S)	Beltran (P)
Kim (S)	Castro (P)	Dow (S)
Trevino (P)	Hernandez Ferrier	Susser
Zerwas	Seliger	Taylor

P – Presenter

S – Scribe