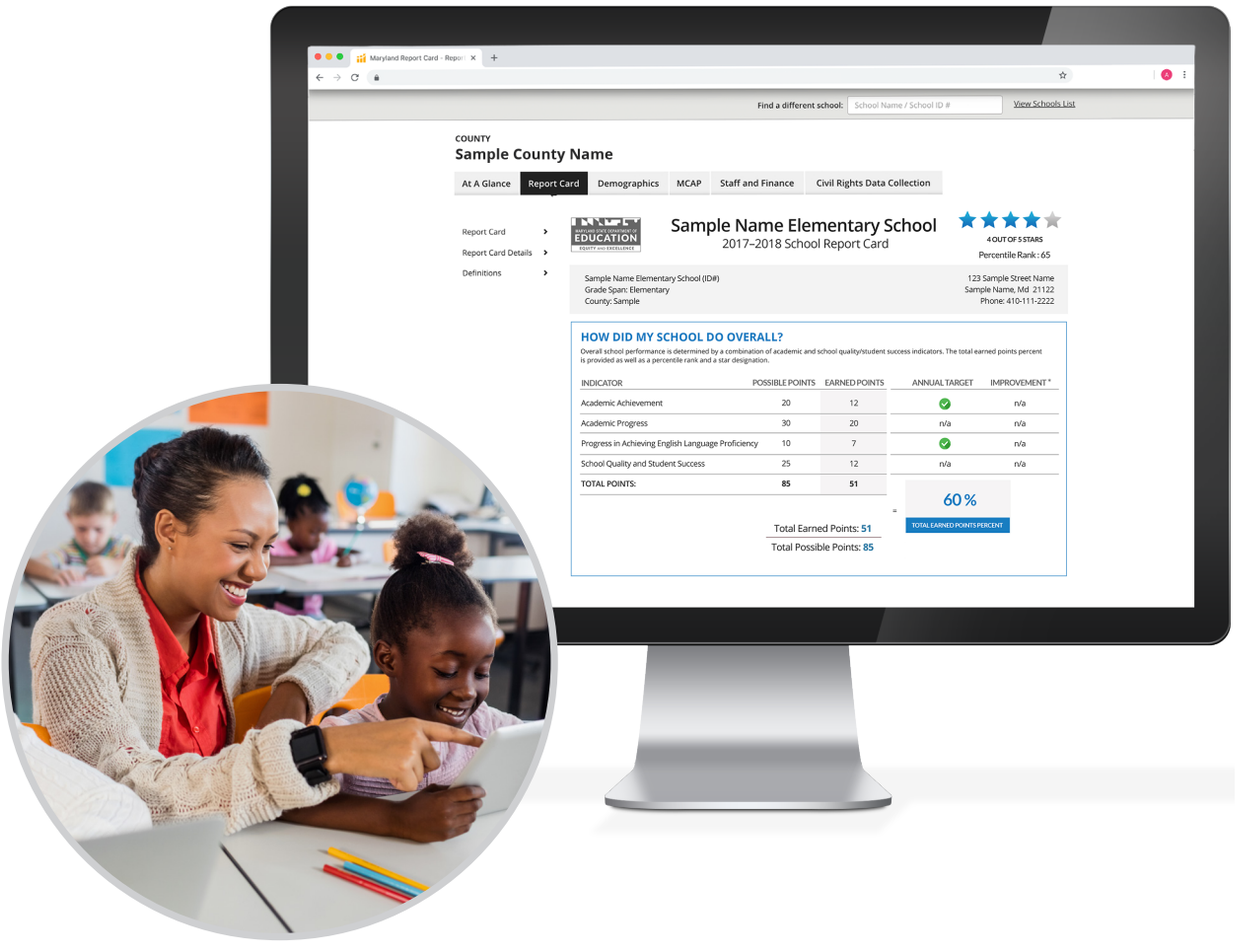
GUIDE TO UNDERSTANDING YOUR 2018 MARYLAND SCHOOL REPORT CARD



Stay informed and get acquainted with the new 2018 Maryland School Report Card. Learn how Maryland has been working hard to help improve school accountability.

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

MSDE has developed this Accountability User's Guide to help you better understand the new Accountability System measures and School Report Cards. To see the latest School Report Cards, view the User's Guide, and find more information, please visit: **MdReportCard.org**

TABLE OF CONTENTS

2 Letter from Dr. Salmon

3 Overview of School Accountability

5 What is New in Maryland School Report Cards for 2018?

6 What do Maryland School Report Cards measure?

7 **Elementary School Report Cards** E

- 7 The Path to Your Performance
- 8 Academic Achievement
- 9 Academic Progress
- 10 Progress In Achieving English Language Proficiency
- 11 School Quality and Student Support
- 12 Calculating Elementary School Accountability Results

13 **Middle School Report Cards** M

- 13 The Path to Your Performance
- 14 Academic Achievement
- 15 Academic Progress
- 16 Progress In Achieving English Language Proficiency
- 17 School Quality and Student Support
- 18 Calculating Middle School Accountability Results

19 **High School Report Cards** H

- 19 The Path to Your Performance
- 20 Academic Achievement
- 21 Graduation Rate
- 22 Progress In Achieving English Language Proficiency
- 23 Readiness For Postsecondary Success
- 24 School Quality and Student Support
- 25 Calculating High School Accountability Results

26 How to Use Maryland School Report Card Data to Support and Improve Schools

28 Anticipated Questions & Answers

31 Glossary

Letter From Dr. Karen B. Salmon

We are preparing students for a brighter future. That starts with better schools.

There are terrific schools throughout Maryland. There also are outstanding students in every one of Maryland's 1,400 public schools. Our goal is to improve every school throughout our State and provide a brighter future for each one of our graduates.

The federal Every Student Succeeds Act (ESSA) prompted states to develop long term plans to improve schools through accountability and innovation. Maryland's detailed plan, developed with the input and support of stakeholders, was approved by the US Department of Education earlier this year. It sets our schools on the path to continuous improvement.

Maryland has had a school report card for two decades, but the new Maryland Report Card is a departure from past practice. The Maryland Report Card still gauges how our schools and school systems are faring on State assessments, but it looks at other factors. It looks at growth in achievement, high school graduation, student access to a well-rounded curriculum, the progress of English language learners, and postsecondary readiness. It also puts a spotlight on school quality factors, such as student absenteeism and the results of a school climate survey (currently in development).

The new Maryland Report Card will help parents, educators, policymakers, and the general public gain a better understanding about how each school is faring on ESSA accountability measures. Schools will receive ratings ranging from 1 to 5 stars.

Please note that the measures included in the Report Card are not the only ways to judge the success of a school. Visiting schools and talking to parents, students, teachers and graduates can provide a more complete picture of the educational experience. We encourage you to use all the tools at your disposal in considering school quality. The report card supports ongoing discussions about school performance.

Together we are working toward making sure our schools are the best they can possibly be, and that each of our students are provided with the promise of a better tomorrow.

Karen B. Salmon, Ph.D.
Maryland State Superintendent of Schools

Overview of School Accountability

What is an "accountability system," and why do we need one?

The term "knowledge is power" has existed for about 500 years, and never has it been more relevant than today. Not long ago, parents had no clear way of knowing how well schools were serving their children. Teachers and principals relied solely on local gauges of school performance, while parents only received information on their children, based on local measures. Equity advocates did not know whether disadvantaged students were receiving the learning opportunities and resources they needed, and how those students were performing. School boards, superintendents, and states had no consistent way of identifying schools that needed support to improve and setting them on a course to do so, celebrating exceptional schools.

Enter the "accountability system." Maryland began looking at school and system performance in 1993, and in 2002 federal legislation required that school performance be gathered and reported in every state. An accountability system helps to ensure that all students, regardless of race, ethnicity, income, home language, disability status, or where they live, get the education they need and deserve. It is also designed to ensure that all schools, regardless of where they are located and the students they serve, provide that education. And finally, the goal is to identify schools that need support, and prompt action to improve them, in a way that is understandable, transparent, and uniform. Accountability systems measure a variety of aspects of school performance--the same aspects at every school, for all students--and report the results to the public.

While all this knowledge can be empowering, too much information can be overwhelming. Important details may be lost in a flood of data, and a large amount of information can make it difficult to make decisions. The Maryland Accountability System not only gives stakeholders and leaders data about their schools, but also brings together that data in a usable way to help them ask questions, find answers, make decisions, and act.

How did Maryland develop its new accountability system?

The latest federal legislation about school accountability is the Every Student Succeeds Act (ESSA), signed into law in 2015. Under ESSA, each state is required to submit a plan detailing how the law will be implemented, including how it will hold schools accountable for student performance. Some parts of the accountability system are required by law--for example, all high schools, nationwide, are accountable for their graduation rate. The law also allows states to choose components of the accountability system that are important to its students and stakeholders.

Maryland created its accountability system over the past 18 months. The State Board of Education, MSDE staff, superintendents, principals, teachers, parents, community leaders, advocacy groups, and other stakeholders around the State worked together to create an accountability system that measured relevant, actionable aspects of school performance. The State plan was approved by the U.S. Department of Education in early 2018.

What does Maryland's accountability system measure?

How is that information reported?

The Maryland accountability system includes multiple ways to describe student and school performance. The major components of the accountability system are called "indicators." The indicators are: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success at the Elementary and Middle School Levels; Academic Achievement, Graduation Rate, Progress in Achieving English Language Proficiency, Readiness for Postsecondary Success, and School Quality and Student Success at the High School Level.

Each school's results on the Maryland accountability system are compiled and reported on the Maryland Report Card website. The individual School Report Cards are designed so parents, educators, stakeholders, and others can easily understand how their schools are performing, just as traditional report cards help parents understand how their students are performing academically in their classes and in other important ways.

The Maryland Report Card website and the School Report Cards are designed to spark conversation, ideas, and solutions for Maryland schools. Teachers and administrators should use these tools to inform and target improvements. The Report Card can help parents and stakeholders ask questions of school and district leaders, especially about their plans to improve the results. For state and district leaders, the Report Cards for schools and districts provide information about where resources and supports are most needed.

We encourage educators, parents, and others to dig deeper by visiting the Maryland State Department of Education's Report Card website, **MDReportCard.org.**

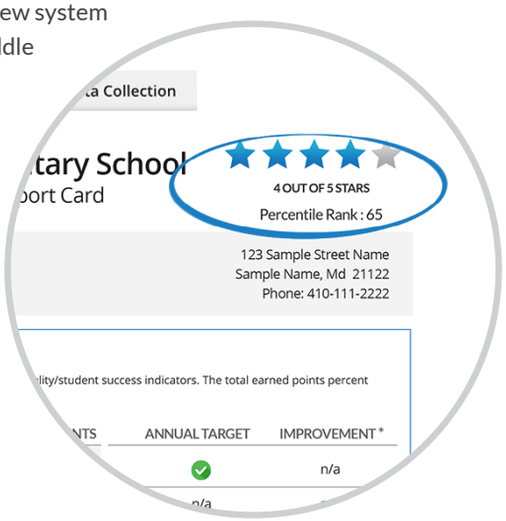
What's *New* in Maryland School Report Cards for 2018?

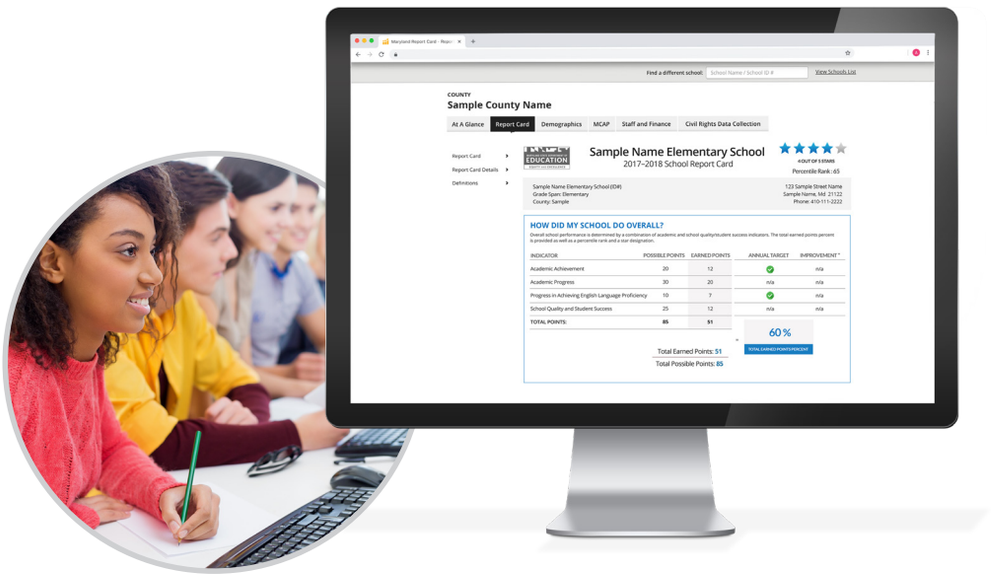
A NEW WAY OF UNDERSTANDING SCHOOL PERFORMANCE

The Maryland Report Card includes a number of new elements. First, it contains an all-new system of indicators, which describe school performance in different areas. Elementary and middle schools have four indicators, and high schools have five.

For elementary and middle schools, the indicators are: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success. For high schools, the indicators are Academic Achievement, Graduation Rate, Progress in Achieving English Language Proficiency, Readiness for Postsecondary Success, and School Quality and Student Success.

Second, it contains new ways of reporting a school's "final score." The School Report Card shows how many points a school earned based on its performance, and includes a "star rating" from 1 (lowest) to 5 (highest). It also gives a school's "percentile rank," which compares a school's performance to other Maryland schools.





Detailed descriptions of the indicator components (measures) that Star Ratings results are based on are provided in the following pages.

What do Maryland School Report Cards measure?

Just as a student report card shows how well a student is performing in different subjects, the Maryland School Report Cards describe a school's performance on the new Maryland accountability system. The School Report Cards are designed so parents, educators, stakeholders, and others can easily understand how their schools are performing and spark conversations, ideas, and solutions for Maryland schools. Each school's results can be found on the Maryland Report Card website (**MdReportCard.org**).

The major components of the accountability system are called "indicators," and just like a student's classes, each indicator measures different, but important, areas of performance. For elementary and middle schools, the indicators are: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success. For high schools, the indicators are Academic Achievement, Graduation Rate, Progress in Achieving English Language Proficiency, Readiness for Postsecondary Success, and School Quality and Student Success.

Academic Achievement

E M H

This indicator describes student performance on state standardized tests English Language Arts and math.

Academic Progress

E M

This indicator describes how student performance has grown compared to previous years on state standardized tests in English Language Arts and math. It also includes the percent of students earning credit in core coursework. In future years, it will also include performance on state tests in science and social studies.

Graduation Rate

H

This indicator includes the percent of students who earn a Maryland High School Diploma in four years, and in five years.

Progress in Achieving English Language Proficiency

E M H

This indicator reports the percent of a school's English learner students who are on track toward achieving proficiency in the English language.

Readiness for Postsecondary Success

H

This indicator describes (1) the percent of ninth graders who earn at least four credits in core academic coursework, and (2) the percent of students who complete high school meeting a variety of standards beyond their required coursework.

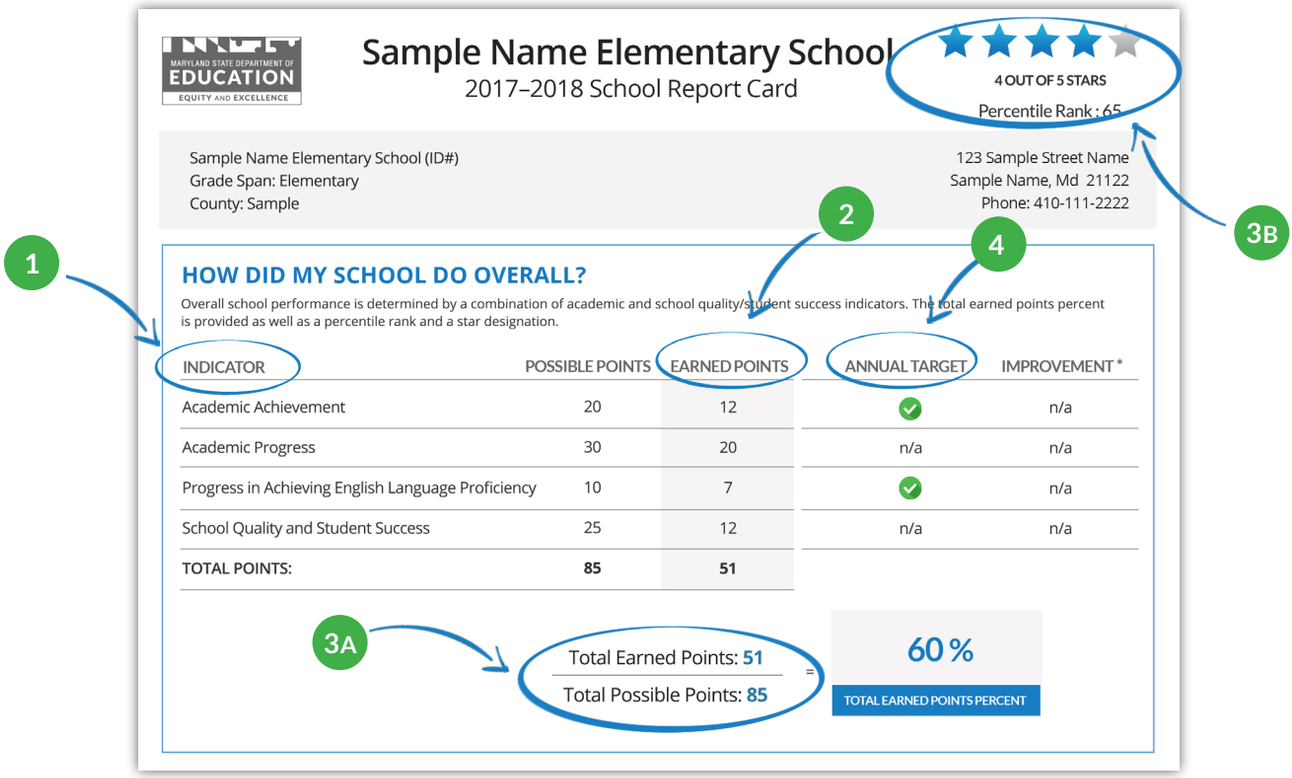
School Quality and Student Success

E M H

This indicator includes the percent of students who are not chronically absent, and who are enrolled in a well-rounded curriculum. In future years, it will also include the results of a school survey.

Path to Your Performance: Elementary School Reports

Using the information on the School Report Cards, you can find out your school's performance on the new Maryland accountability system. How is the school doing on each component of the system, and overall? How does it compare to other Maryland schools? Is it improving and meeting its goals?



1 **Step 1: Identify the indicators and measures that determine your school's performance on the School Report Card.**

For elementary schools, there are four indicators: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success. To see what each indicator measures, see the pages in the rest of this guide. All indicators will be included for your school, unless it does not have enough eligible students. For each component of the system, there must be at least ten students for it to be included.

2 **Step 2: Calculate your school's total earned points and total possible points.**

- First, translate your school's performance results into earned points for each indicator. To see how results are translated into **earned points**, see the detailed indicator pages in the User's Guide.
- Then, add up the earned points to find the school's **total earned points**.

3 **Step 3: Determine your school's "final score."**

The "final score" for each school is expressed on the School Report Card in three different ways. Each tells you important information about how the school is performing.

- **A:** Divide the total earned points by the total possible points. This is the **total earned points percent**, which describes the school's overall performance on the entire accountability system.
- **B:** Use the total earned points percent to find the school's **star rating**. This is a convenient way of showing overall performance.
- **B:** The **percentile rank** shows how the school's performance compares to other Maryland schools. For example, a percentile rank of 65 means that the school performed as well or better than 65% of all other Maryland elementary schools, and 35% of elementary schools performed better than this school.

4 **Step 4: Check to see if your school is meeting its annual targets, and if it's improving over time.**

- While measuring school performance and comparing it to other Maryland schools is important, improving and meeting achievable goals is another important way to keep schools accountable.
  - For some indicators, schools have long-term goals. To meet those goals, the school has **annual targets**, which divide up the long-term goal into yearly "chunks." The annual target section of the School Report Card shows whether the school made its target for that year.
  - The **improvement** section of the School Report Card shows whether the school's performance on each indicator is higher or lower than the previous year. Schools might not meet their annual target, but they can still be improving. (Improvement will be reported starting in the 2018-2019 school year.)

Academic Achievement

MEASURES: **Percent of students scoring "proficient" or higher on state assessments, English Language Arts and math**
Average Performance Level of students on state assessments, English Language Arts and math

DESCRIPTION: The Academic Achievement indicator is a component of the accountability system for elementary, middle, and high schools. There are four measures in this indicator: **(1)** percent of students scoring "proficient" or higher on state standardized math tests; **(2)** average Performance Level of students on state standardized math tests; **(3)** percent of students scoring "proficient" or higher on state standardized English Language Arts tests; **(4)** average Performance Level of students on state standardized English Language Arts tests.

On PARCC assessments,"proficient" or higher is Performance Level 4 or 5. On the Maryland State Alternate Assessment, "proficient" or higher is Performance Level 3 or 4.

For elementary schools, the Academic Achievement indicator has a total of 20 possible points; each measure has five possible points.

WHY IS THIS IMPORTANT: The Academic Achievement indicator describes the performance of students in English Language Arts and math on state standardized tests. Measuring academic achievement provides information about student mastery of the Maryland state standards. The indicator has two different, but equally important, ways of showing this.

First, the indicator includes the percent of students who score at or above the "proficient" level on the test. If a student is "proficient," it means he or she has the expected knowledge, skills, and practices to demonstrate a command of grade-level academic standards. Identifying schools where many students are struggling to achieve proficiency on state assessments is a crucial step in targeting schools that would most benefit from support.

Second, the indicator includes the average Performance Level of all students, regardless of whether they are proficient or not. This gives information about the entire range of student achievement in English Language Arts and math, rather than a single indication of whether students are proficient or not.

Together, these two pieces of information describe not only whether a school's students are meeting expectations in English Language Arts and math, but also how all students are doing on average (even if the average is above or below the "proficient" level).

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Academic Achievement in English Language Arts (ELA) and Math		Grades 3-5
POSSIBLE POINTS 5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 5
5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level
5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 5
5	Average Performance Level, math	Earned Points = Average Performance Level

20

ACADEMIC ACHIEVEMENT TOTAL = Sum of all measures (20 possible points)

For example, a school's results might be: 60% of its tested students are proficient or higher in English Language Arts, with an average Performance Level of 3.2. In math, 68% of its tested students are proficient or higher, with an average Performance Level of 3.6.

This school would earn 3 out of 5 points for percent proficient or higher in ELA, or 60% x 5. With an average Performance Level of 3.2 in ELA, it would earn 3.2 out of 5 points. In math, for its percent proficient of 68% it would earn 3.4 out of 5 points (68% x 5), and for the average Performance Level of 3.6 it would earn 3.6 out of 5 points. This school's total earned points for the Academic Achievement indicator would be 13.2 out of 20 points (3 + 3.2 + 3.4 + 3.6).

Academic Progress

MEASURES: **Median Student Growth Percentile, English Language Arts and math**
Credit for Completion of a Well-Rounded Curriculum

DESCRIPTION: The Academic Progress indicator is a component of the accountability system for elementary and middle schools.

For elementary schools, the Academic Progress indicator has four measures: (1) median student growth percentile of students on state standardized math tests; (2) median student growth percentile of students on state standardized English Language Arts tests; (3) percent of students scoring "proficient" or higher on the state science test (to be included for the first time in the 2018-19 school year); (4) percent of fifth graders earning credit in social studies, fine arts, physical education, and health courses.

The Academic Progress indicator for elementary schools has 35 possible points: 25 possible points for median student growth percentile (12.5 for English Language Arts and 12.5 for math), five possible points for science proficiency, and five possible points for the percent of fifth graders earning credit in social studies, fine arts, physical education, and health.

Median Student Growth Percentile (SGP) describes how student performance has grown compared to previous years on state standardized tests in English Language Arts and math. Each individual student's growth is calculated using "student growth percentile," which compares the change in student's performance with all other Maryland students who took the same test in the prior year(s) and achieved a similar score. Each school's growth is the median student growth percentile of all its students.

Credit for Completion of a Well-Rounded Curriculum describes student performance in subjects in addition to English Language Arts and math. This measure includes the percent of fifth grade students earning credit in social studies, fine arts, physical education, and health. In upcoming years, it will also include student performance on state science tests.

WHY IS THIS IMPORTANT: The Academic Progress indicator shows two important pieces of information about school performance: how students are ***growing*** in English Language Arts and math compared to previous years, and how students are a***chieving*** in not just English Language Arts and math but also other areas such as science, social studies, fine arts, physical education, and health. In a successful school, students should be making progress in their core academic subjects, and succeeding in all areas of the curriculum.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Student Growth in English Language Arts (ELA) and Math			Grades 4-5
POSSIBLE POINTS			
12.5	Median student growth percentile (SGP), English Language Arts	Points are awarded using the "SGP Points Awarded" table below	25
12.5	Median student growth percentile (SGP), math	Points are awarded using the "SGP Points Awarded" table below	

* INTERVALS:
MEDIAN SGP IS GREATER THAN OR EQUAL TO –
MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS
0 - 20.0	1	33.60 - 36.40	4	50.00 - 52.70	7	66.40 - 69.10	10
20.00 - 22.70	1.5	36.40 - 39.10	4.5	52.70 - 55.50	7.5	69.10 - 71.80	10.5
22.70 - 25.50	2	39.10 - 41.80	5	55.50 - 58.20	8	71.80 - 74.50	11
25.50 - 28.20	2.5	41.80 - 44.50	5.5	58.20 - 60.90	8.5	74.50 - 77.30	11.5
28.20 - 30.90	3	44.50 - 47.30	6	60.90 - 63.60	9	77.30 - 80.00	12
30.90 - 33.60	3.5	47.30 - 50.00	6.5	63.60 - 66.40	9.5	80.00 - 100	12.5

Student Growth in English Language Arts (ELA) and Math			Grades 4-5
POSSIBLE POINTS			
5*	Percent of students scoring "proficient" or higher, science*	Earned Points = Percent "proficient" or higher x 5 ***Will not be used in 2017-2018***	5
5	Percent of 5th grade students earning credit in social studies, fine arts, physical education and health	Earned Points = Percent earning credit x 5	

ACADEMIC PROGRESS TOTAL = Sum of all measures (30 possible points)

For example, a school's results might be a median SGP of 46 in English Language Arts and 57 in math, with 72% of its 5th graders earning credit in social studies, fine arts, physical education, and health.

For its median SGP of 46 in ELA, this school would earn 6 out of 12.5 possible points (see "SGP Points Awarded" table). For its median SGP of 57 in math, it would earn 8 out of 12.5 possible points. For 72% percent of 5th graders earning course credit, the school would earn 3.6 out of 5 possible points (72% x 5). The school's total earned points for the Academic Progress indicator would be 17.6 out of 30 possible points (6 + 8 + 3.6).

Progress in Achieving English Language Proficiency

DESCRIPTION: The goal for English language learner students is to attain English language proficiency within six years, including a baseline year. The Progress in Achieving English Language Proficiency indicator describes the percent of students identified as English learners at each school who are on track toward this goal. English language proficiency is measured by the "ACCESS for ELLs 2.0" assessment for English language learners. A score of 4.5 or higher on this test is considered "proficient" in English. The indicator is worth ten possible points.

WHY IS THIS IMPORTANT: The Progress in Achieving English Language Proficiency indicator shows how many non-native English speaking students at a school or district are making progress in becoming proficient in English. This information is important for stakeholders to help ensure these students are being supported at the school.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Progress in Achieving English Language Proficiency			Grades K-5
POSSIBLE POINTS **10**	Percent of English learner (EL) students on-track to attaining English language	Earned Points = Percent of EL students on-track x 10	10

For example, if 55% of a school's English learner students are on-track to attaining English language proficiency, then the school would earn 5.5 out of 10 possible points (55% x 10).

School Quality and Student Success

MEASURES: **Percent of Students Not Chronically Absent**
Percent of Students with Access to a Well-Rounded Curriculum
School Survey (to be added 2018-2019 school year)

DESCRIPTION: This indicator describes a number of aspects of school performance that are not measured by standardized tests. It combines measures of chronic absenteeism and the percent of students with access to a well-rounded curriculum. (For the 2018-2019 school year, it will also include the results of a school survey.)

Chronic absenteeism reports the percent of students at each school who are absent at least ten percent or more of school days, and in membership at the school at least ten days. A student is counted as absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

The **percent of students with access to a well-rounded curriculum** is the percent of fifth graders enrolled in science, social studies, fine arts, physical education, and health.

WHY IS THIS IMPORTANT: The School Quality and Student Success indicator shows how a school is performing on measures that are not determined by student test scores. The measures add critical information to the accountability system that isn't captured in other ways, giving stakeholders a complete picture of school performance that isn't possible using test scores alone. This information is necessary to ensure students have access to educational opportunities and that schools are serving their needs, academically and beyond.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Chronic Absenteeism			Grades K-5
POSSIBLE POINTS 15	Percent of students not chronically absent	Points are awarded using the "Chronic Absenteeism Points Awarded" table below	15

PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS
0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

School Survey			Grades 5
POSSIBLE POINTS 10*	School's score on a survey of students and educators*	Earned Points to be determined ***Will not be used in 2017-2018**	

Access to a Well-Rounded Curriculum			Grades K-5
POSSIBLE POINTS 10	Percent of 5th grade students enrolled in science, social studies, fine arts, physical education and health	Earned Points = Percent enrolled x 10	10

SCHOOL QUALITY AND STUDENT SUCCESS TOTAL = Sum of all measures (25 possible points)

For example, a school's results might be that 90% of its students are not chronically absent, and 85% of its students have access to a well-rounded curriculum (85% of fifth graders are enrolled in science, social studies, fine arts, physical education, and health).

For its 90% of students not chronically absent, the school would earn 12.5 out of 15 possible points (see "Chronic Absenteeism Points Awarded" table). For its 85% of students with access to a well-rounded curriculum, the school would earn 8.5 out of 10 possible points (85% x 10).

Calculating Accountability Results: Elementary Schools

85 Max Possible Points For 2017-2018

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math — Grades 3-5

POSSIBLE POINTS		
5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 5 *Ex: School has 60% of students "proficient" or higher on ELA. (0.60 x 5 = 3 points)*
5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level *Ex: School has an average ELA Performance Level of 3.3. (3.3 points)*
5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 5 *Ex: School has 50% of students "proficient" or higher on math. (0.50 x 5 = 2.5 points)*
5	Average Performance Level, math	Earned Points = Average Performance Level *Ex: School has an average math Performance Level of 3.5. (3.5 points)*

20

ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math — Grades 4-5

POSSIBLE POINTS	
12.5	Median student growth percentile (SGP), English Language Arts
12.5	Median student growth percentile (SGP), math

Earned Points are awarded for ELA and math by:

MEDIAN SGP*	EARNED POINTS	MEDIAN SGP*	EARNED POINTS	MEDIAN SGP*	EARNED POINTS	MEDIAN SGP*	EARNED POINTS
0 - 20.0	1	33.60 - 36.40	4	50.00 - 52.70	7	66.40 - 69.10	10
20.00 - 22.70	1.5	36.40 - 39.10	4.5	52.70 - 55.50	7.5	69.10 - 71.80	10.5
22.70 - 25.50	2	39.10 - 41.80	5	55.50 - 58.20	8	71.80 - 74.50	11
25.50 - 28.20	2.5	41.80 - 44.50	5.5	58.20 - 60.90	8.5	74.50 - 77.30	11.5
28.20 - 30.90	3	44.50 - 47.30	6	60.90 - 63.60	9	77.30 - 80.00	12
30.90 - 33.60	3.5	47.30 - 50.00	6.5	63.60 - 66.40	9.5	80.00 - 100	12.5

* INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO – MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

25

Credit for Completion of a Well-Rounded Curriculum — Grade 5

POSSIBLE POINTS		
5*	Percent of students scoring "proficient" or higher, science*	Earned Points = Percent "proficient" or higher x 5 ***Will not be used in 2017-2018**
5	Percent of 5th grade students earning credit in social studies, fine arts, physical education and health	Earned Points = Percent earning credit x 5 *Ex: School has 70% of 5th graders earning credit. (0.70 x 5 = 3.5 points)*

5

ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency — Grades K- 5

POSSIBLE POINTS		
10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 *Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)*

10

SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism — Grades K-5

POSSIBLE POINTS	
15	Percent of students not chronically absent

Earned points are awarded by:

PERCENT*	EARNED POINTS	PERCENT*	EARNED POINTS	PERCENT*	EARNED POINTS	PERCENT*	EARNED POINTS	PERCENT*	EARNED POINTS
0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

15

School Survey — Grade 5

POSSIBLE POINTS		
10*	School's score on a survey of students and educators*	Earned Points to be determined ***Will not be used in 2017-2018**

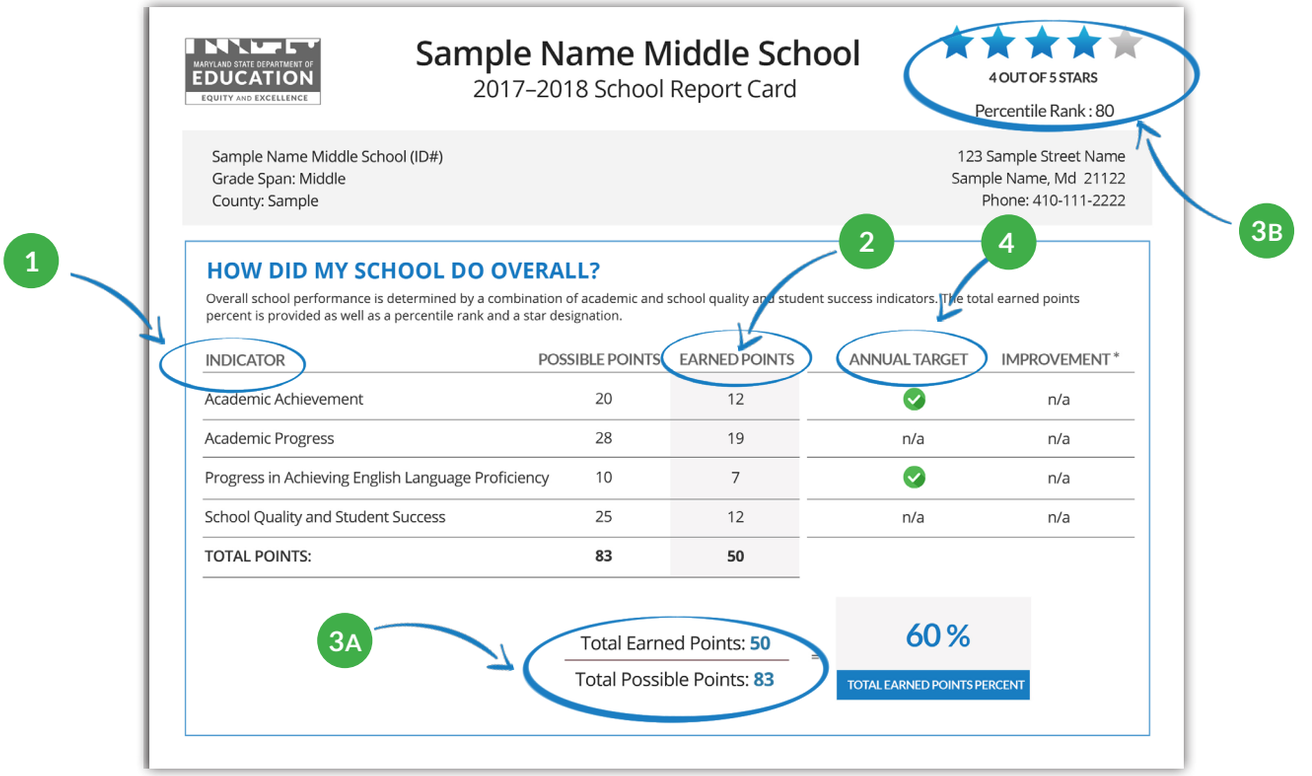
Access to a Well-Rounded Curriculum — Grade 5

POSSIBLE POINTS		
10	Percent of 5th grade students enrolled in science, social studies, fine arts, physical education and health	Earned Points = Percent enrolled x 10 *Ex: School has 80% of 5th graders enrolled. (0.80 x 10 = 8 points)*

10

Path to Your Performance: Middle School Reports

Using the information on the School Report Cards, you can find out your school's performance on the new Maryland accountability system. How is the school doing on each component of the system, and overall? How does it compare to other Maryland schools? Is it improving and meeting its goals?



1 **Step 1: <u>Identify</u> the indicators and measures that determine your school's performance on the School Report Card.**

For middle schools, there are four indicators: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality and Student Success. To see what each indicator measures, see the pages in the rest of this guide. All indicators will be included for your school, unless it does not have enough eligible students. For each component of the system, there must be at least ten students for it to be included.

2 **Step 2: <u>Calculate</u> your school's total earned points and total possible points.**

- First, translate your school's performance results into earned points for each indicator. To see how results are translated into **earned points**, see the detailed indicator pages in the User's Guide.
- Then, add up the earned points to find the school's **total earned points**.

3 **Step 3: <u>Determine</u> your school's "final score."**

The "final score" for each school is expressed on the School Report Card in three different ways. Each tells you important information about how the school is performing.

- **A:** Divide the total earned points by the total possible points. This is the **total earned points percent**, which describes the school's overall performance on the entire accountability system.
- **B:** Use the total earned points percent to find the school's **star rating**. This is a convenient way of showing overall performance.
- **B:** The **percentile rank** shows how the school's performance compares to other Maryland schools. For example, a percentile rank of 80 means that the school performed as well or better than 80% of all other Maryland middle schools, and 20% of middle schools performed better than this school.

4 **Step 4: <u>Check</u> to see if your school is meeting its annual targets, and if it's improving over time.**

- While measuring school performance and comparing it to other Maryland schools is important, improving and meeting achievable goals is another important way to keep schools accountable.
  - For some indicators, schools have long-term goals. To meet those goals, the school has **annual targets**, which divide up the long-term goal into yearly "chunks." The annual target section of the School Report Card shows whether the school made its target for that year.
  - The **improvement** section of the School Report Card shows whether the school's performance on each indicator is higher or lower than the previous year. Schools might not meet their annual target, but they can still be improving. (Improvement will be reported starting in the 2018-2019 school year.)

Academic Achievement

MEASURES: **Percent of students scoring "proficient" or higher on state assessments, English Language Arts and math**
Average Performance Level of students on state assessments, English Language Arts and math

DESCRIPTION: The Academic Achievement indicator is a component of the accountability system for elementary, middle, and high schools. There are four measures in this indicator: **(1)** percent of students scoring "proficient" or higher on state standardized math tests; **(2)** average Performance Level of students on state standardized math tests; **(3)** percent of students scoring "proficient" or higher on state standardized English Language Arts tests; **(4)** average Performance Level of students on state standardized English Language Arts tests.

On PARCC assessments, "proficient" or higher is Performance Level 4 or 5. On the Maryland State Alternate Assessment, "proficient" or higher is Performance Level 3 or 4.

For middle schools, the Academic Achievement indicator has a total of 20 possible points; each measure has five possible points.

WHY IS THIS IMPORTANT: The Academic Achievement indicator describes the performance of students in English Language Arts and math on state standardized tests. Measuring academic achievement provides information about student mastery of the Maryland state standards. The indicator has two different, but equally important, ways of showing this.

First, the indicator includes the percent of students who score at or above the "proficient" level on the test. If a student is "proficient," it means he or she has the expected knowledge, skills, and practices to demonstrate a command of grade-level academic standards. Identifying schools where many students are struggling to achieve proficiency on state assessments is a crucial step in targeting schools that would most benefit from support.

Second, the indicator includes the average Performance Level of all students, regardless of whether they are proficient or not. This gives information about the entire range of student achievement in English Language Arts and math, rather than a single indication of whether students are proficient or not.

Together, these two pieces of information describe not only whether a school's students are meeting expectations in English Language Arts and math, but also how all students are doing on average (even if the average is above or below the "proficient" level).

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Academic Achievement in English Language Arts (ELA) and Math		Grades 3-5
POSSIBLE POINTS		
5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 5
5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level
5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 5
5	Average Performance Level, math	Earned Points = Average Performance Level

20

ACADEMIC ACHIEVEMENT TOTAL = Sum of all measures (20 possible points)

For example, a school's results might be: 60% of its tested students are proficient or higher in English Language Arts, with an average Performance Level of 3.2. In math, 68% of its tested students are proficient or higher, with an average Performance Level of 3.6.

This school would earn 3 out of 5 points for percent proficient or higher in ELA, or 60% x 5. With an average Performance Level of 3.2 in ELA, it would earn 3.2 out of 5 points. In math, for its percent proficient of 68% it would earn 3.4 out of 5 points (68% x 5), and for the average Performance Level of 3.6 it would earn 3.6 out of 5 points. This school's total earned points for the Academic Achievement indicator would be 13.2 out of 20 points (3 + 3.2 + 3.4 + 3.6).

Academic Progress

MEASURES: **Median Student Growth Percentile, English Language Arts and math**
Credit for Completion of a Well-Rounded Curriculum

DESCRIPTION: The Academic Progress indicator is a component of the accountability system for elementary and middle schools. The Academic Progress indicator for middle schools has five measures: (1) median student growth percentile of students on state standardized math tests; (2) median student growth percentile of students on state standardized English Language Arts tests; (3) percent of students scoring "proficient" or higher on the state science test (to be included for the first time in the 2018-19 school year); (4) percent of students scoring "proficient" or higher on the state social studies test (to be included for the first time in the 2020–2021 school year); (5) percent of eighth graders earning credit in English Language Arts, math, social studies, and science courses.

The Academic Progress indicator for middle schools has 35 possible points: 25 possible points for median student growth percentile (12.5 for English Language Arts and 12.5 for math), 3.5 possible points for science proficiency, 3.5 possible points for social studies proficiency, and 3 possible points for the eighth graders earning credit in English Language Arts, math, social studies, and science courses.

Median Student Growth Percentile (SGP) describes how student performance has grown compared to previous years on state standardized tests in English Language Arts and math. Each individual student's growth is calculated using "student growth percentile," which compares the change in student's performance with all other Maryland students who took the same test in the prior year(s) and achieved a similar score. Each school's growth is the median student growth percentile of all its students.

Credit for Completion of a Well-Rounded Curriculum describes student performance in subjects in addition to English language arts and math. This measure includes the percent of eighth grade students earning credit in English Language Arts, math, social studies, and science. In upcoming years, it will also include student performance on state science and social studies tests.

WHY IS THIS IMPORTANT: The Academic Progress indicator shows two important pieces of information about school performance: how students are ***growing*** in English Language Arts and math compared to previous years, and how students are a***chieving*** in not just English Language Arts and math but also other areas such as science, social studies, fine arts, physical education, and health. In a successful school, students should be making progress in their core academic subjects, and succeeding in all areas of the curriculum.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Student Growth in English Language Arts (ELA) and Math			Grades 6-8
POSSIBLE POINTS			
12.5	Median student growth percentile (SGP), English Language Arts	Points are awarded using the "SGP Points Awarded" table below	25
12.5	Median student growth percentile (SGP), math	Points are awarded using the "SGP Points Awarded" table below	

* INTERVALS:
MEDIAN SGP IS GREATER THAN OR EQUAL TO – MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS
0 - 20.0	1	33.60 - 36.40	4	50.00 - 52.70	7	66.40 - 69.10	10
20.00 - 22.70	1.5	36.40 - 39.10	4.5	52.70 - 55.50	7.5	69.10 - 71.80	10.5
22.70 - 25.50	2	39.10 - 41.80	5	55.50 - 58.20	8	71.80 - 74.50	11
25.50 - 28.20	2.5	41.80 - 44.50	5.5	58.20 - 60.90	8.5	74.50 - 77.30	11.5
28.20 - 30.90	3	44.50 - 47.30	6	60.90 - 63.60	9	77.30 - 80.00	12
30.90 - 33.60	3.5	47.30 - 50.00	6.5	63.60 - 66.40	9.5	80.00 - 100	12.5

Credit for Completion of a Well-Rounded Curriculum			Grade 8
POSSIBLE POINTS			
3.5*	Percent of students scoring "proficient" or higher, science*	Earned Points = Percent "proficient" or higher x 3.5 ***Will not be used in 2017-2018**	
3.5*	Percent of students scoring "proficient" or higher, social studies*	Earned Points = Percent "proficient" or higher x 3.5 ***Will not be used in 2017-2018**	3
3	Percent of 8th grade students earning credit in English Language Arts, math, social studies, and science	Earned Points = Percent earning credit x 3	

ACADEMIC PROGRESS TOTAL = Sum of all measures (3 possible points)

For example, a school's results might be a median SGP of 46 in English Language Arts and 57 in math, with 90% of its 8th graders earning credit in English Language Arts, math, social studies, and science.

For its median SGP of 46 in ELA, this school would earn 6 out of 12.5 possible points (see "SGP Points Awarded" table). For its median SGP of 57 in math, it would earn 8 out of 12.5 possible points. For 90% of 8th graders earning course credit, it would earn 2.7 out of 3 possible points (90% x 3). The school's total earned points for the Academic Progress indicator would be 16.7 out of 28 possible points (6 + 8 + 2.7).

Progress in Achieving English Language Proficiency

DESCRIPTION: The goal for English language learner students is to attain English language proficiency within six years, including a baseline year. The Progress in Achieving English Language Proficiency indicator describes the percent of students identified as English learners at each school who are on track toward this goal. English language proficiency is measured by the "ACCESS for ELLs 2.0" assessment for English language learners. A score of 4.5 or higher on this test is considered "proficient" in English. The indicator is worth ten possible points.

WHY IS THIS IMPORTANT: The Progress in Achieving English Language Proficiency indicator shows how many non-native English speaking students at a school or district are making progress in becoming proficient in English. This information is important for stakeholders to help ensure these students are being supported at the school.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Progress in Achieving English Language Proficiency			Grades 6-8
POSSIBLE POINTS **10**	Percent of English learner (EL) students on-track to attaining English language	Earned Points = Percent of EL students on-track x 10	10

For example, if 55% of a school's English learner students are on-track to attaining English language proficiency, then the school would earn 5.5 out of 10 possible points (55% x 10).

School Quality and Student Success

MEASURES: **Percent of Students Not Chronically Absent**
Percent of Students with Access to a Well-Rounded Curriculum
School Survey (to be added 2018-2019 school year)

DESCRIPTION: This indicator describes a number of aspects of school performance that are not measured by standardized tests. It combines measures of chronic absenteeism and the percent of students with access to a well-rounded curriculum. (For the 2018-2019 school year, it will also include the results of a school survey.)

Chronic absenteeism reports the percent of students at each school who are absent at least ten percent or more of school days, and in membership at the school at least ten days. A student is counted as absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

The **percent of students with access to a well-rounded curriculum** is the percent of eighth grade students enrolled in fine arts, physical education, health, and computational learning.

WHY IS THIS IMPORTANT: The School Quality and Student Success indicator shows how a school is performing on measures that are not determined by student test scores. The measures add critical information to the accountability system that isn't captured in other ways, giving stakeholders a complete picture of school performance that isn't possible using test scores alone. This information is necessary to ensure students have access to educational opportunities and that schools are serving their needs, academically and beyond.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Chronic Absenteeism — Grades 6-8

POSSIBLE POINTS		
15	Percent of students not chronically absent	Points are awarded using the "Chronic Absenteeism Points Awarded" table below

15

PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS
0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

School Survey — Grades 6-8

POSSIBLE POINTS		
10*	School's score on a survey of students and educators*	Earned Points to be determined ***Will not be used in 2017-2018**

Access to a Well-Rounded Curriculum — Grade 8

POSSIBLE POINTS		
10	Percent of 8th grade students enrolled in fine arts, physical education, health, and computational learning	Earned Points = Percent enrolled x 10

10

SCHOOL QUALITY AND STUDENT SUCCESS TOTAL = Sum of all measures (25 possible points)

For example, a school's results might be that 90% of its students are not chronically absent, and 85% of its students have access to a well-rounded curriculum (85% of eighth grade students are enrolled in fine arts, physical education, health, and computational learning).

For its 90% of students not chronically absent, the school would earn 12.5 out of 15 possible points (see "Chronic Absenteeism Points Awarded" table). For its 85% of students with access to a well-rounded curriculum, the school would earn 8.5 out of 10 possible points (85% x 10).

Calculating Accountability Results: Middle Schools

83 Max Possible Points For 2017-2018

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math — Grades 6-8

POSSIBLE POINTS		
5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 5 *Ex: School has 60% of students "proficient" or higher on ELA. (0.60 x 5 = 3 points)*
5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level *Ex: School has an average ELA Performance Level of 3.3. (3.3 points)*
5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 5 *Ex: School has 50% of students "proficient" or higher on math. (0.50 x 5 = 2.5 points)*
5	Average Performance Level, math	Earned Points = Average Performance Level *Ex: School has an average math Performance Level of 3.5. (3.5 points)*

20

ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math — Grades 6-8

POSSIBLE POINTS	
12.5	Median student growth percentile (SGP), English Language Arts
12.5	Median student growth percentile (SGP), math

Earned Points are awarded for ELA and math by:

MEDIAN SGP*	EARNED POINTS	MEDIAN SGP*	EARNED POINTS	MEDIAN SGP*	EARNED POINTS	MEDIAN SGP*	EARNED POINTS
0 - 20.0	1	33.60 - 36.40	4	50.00 - 52.70	7	66.40 - 69.10	10
20.00 - 22.70	1.5	36.40 - 39.10	4.5	52.70 - 55.50	7.5	69.10 - 71.80	10.5
22.70 - 25.50	2	39.10 - 41.80	5	55.50 - 58.20	8	71.80 - 74.50	11
25.50 - 28.20	2.5	41.80 - 44.50	5.5	58.20 - 60.90	8.5	74.50 - 77.30	11.5
28.20 - 30.90	3	44.50 - 47.30	6	60.90 - 63.60	9	77.30 - 80.00	12
30.90 - 33.60	3.5	47.30 - 50.00	6.5	63.60 - 66.40	9.5	80.00 - 100	12.5

* INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO – MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

25

Credit for Completion of a Well-Rounded Curriculum — Grade 8

POSSIBLE POINTS		
3.5*	Percent of students scoring "proficient" or higher, science*	Earned Points = Percent "proficient" or higher x 3.5 ***Will not be used in 2017-2018**
3.5*	Percent of students scoring "proficient" or higher, social studies*	Earned Points = Percent "proficient" or higher x 3.5 ***Will not be used in 2017-2018**
3	Percent of 8th grade students earning credit in English Language Arts, math, social studies, and science	Earned Points = Percent earning credit x 3 *Ex: School has 70% of 8th graders earning credit. (0.70 x 3 = 2.1 points)*

3

ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency — Grades 6-8

POSSIBLE POINTS		
10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 *Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)*

10

SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism — Grades 6-8

POSSIBLE POINTS	
15	Percent of students not chronically absent

Earned points are awarded by:

PERCENT*	EARNED POINTS	PERCENT*	EARNED POINTS	PERCENT*	EARNED POINTS	PERCENT*	EARNED POINTS	PERCENT*	EARNED POINTS
0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

15

School Survey — Grades 6-8

POSSIBLE POINTS		
10*	School's score on a survey of students and educators*	Earned Points to be determined ***Will not be used in 2017-2018**

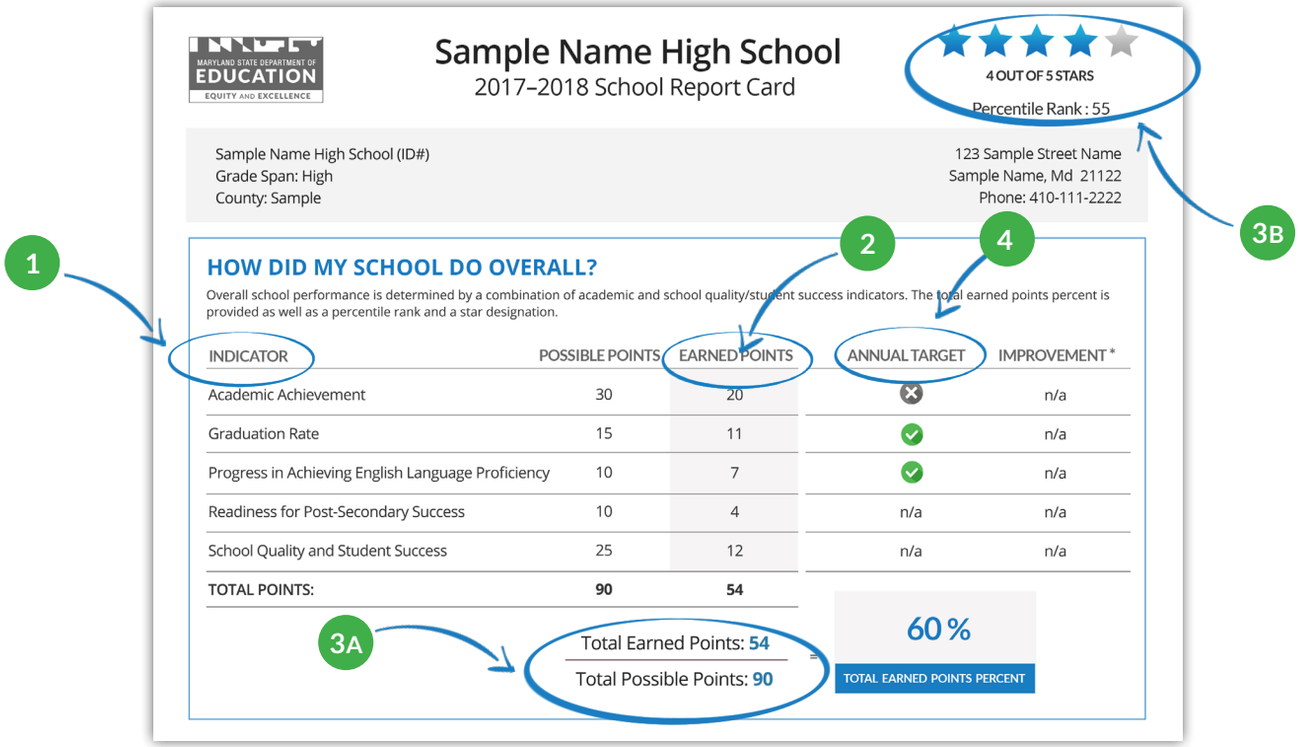
Access to a Well-Rounded Curriculum — Grade 8

POSSIBLE POINTS		
10	Percent of 8th grade students enrolled in fine arts, physical education, health, and computational learning	Earned Points = Percent enrolled x 10 *Ex: School has 80% of 8th graders enrolled. (0.80 x 10 = 8 points)*

10

Path to Your Performance: High School Reports

Using the information on the School Report Cards, you can find out your school's performance on the new Maryland accountability system. How is the school doing on each component of the system, and overall? How does it compare to other Maryland schools? Is it improving and meeting its goals?



1 **Step 1: <u>Identify</u> the indicators and measures that determine your school's performance on the School Report Card.**

For high schools, there are five indicators: Academic Achievement, Graduation Rate, Progress in Achieving English Language Proficiency, Readiness for Postsecondary Success, and School Quality and Student Success. To see what each indicator measures, see the pages in the rest of this guide. All indicators will be included for your school, unless it does not have enough eligible students. For each component of the system, there must be at least ten students for it to be included.

2 **Step 2: <u>Calculate</u> your school's total earned points and total possible points.**

- First, translate your school's performance results into earned points for each indicator. To see how results are translated into **earned points**, see the detailed indicator pages in the User's Guide.
- Then, add up the earned points to find the school's **total earned points**.

3 **Step 3: <u>Determine</u> your school's "final score."**

The "final score" for each school is expressed on the School Report Card in three different ways. Each tells you important information about how the school is performing.

- **A:** Divide the total earned points by the total possible points. This is the **total earned points percent**, which describes the school's overall performance on the entire accountability system.
- **B:** Use the total earned points percent to find the school's **star rating**. This is a convenient way of showing overall performance.
- **B:** The **percentile rank** shows how the school's performance compares to other Maryland schools. For example, a percentile rank of 55 means that the school performed as well or better than 55% of all other Maryland high schools, and 45% of high schools performed better than this school.

4 **Step 4: <u>Check</u> to see if your school is meeting its annual targets, and if it's improving over time.**

- While measuring school performance and comparing it to other Maryland schools is important, improving and meeting achievable goals is another important way to keep schools accountable.
  - For some indicators, schools have long-term goals. To meet those goals, the school has **annual targets**, which divide up the long-term goal into yearly "chunks." The annual target section of the School Report Card shows whether the school made its target for that year.
  - The **improvement** section of the School Report Card shows whether the school's performance on each indicator is higher or lower than the previous year. Schools might not meet their annual target, but they can still be improving. (Improvement will be reported starting in the 2018-2019 school year.)

Academic Achievement

MEASURES: **Percent of students scoring "proficient" or higher on state assessments, English Language Arts and math**
Average Performance Level of students on state assessments, English Language Arts and math

DESCRIPTION: The Academic Achievement indicator is a component of the accountability system for elementary, middle, and high schools. There are four measures in this indicator: **(1)** percent of students scoring "proficient" or higher on state standardized math tests; **(2)** average Performance Level of students on state standardized math tests; **(3)** percent of students scoring "proficient" or higher on state standardized English Language Arts tests; **(4)** average Performance Level of students on state standardized English Language Arts tests.

On PARCC assessments, "proficient" or higher is Performance Level 4 or 5. On the Maryland State Alternate Assessment, "proficient" or higher is Performance Level 3 or 4.

For high schools, the Academic Achievement indicator has a total of 30 possible points; each measure has 7.5 possible points.

WHY IS THIS IMPORTANT: The Academic Achievement indicator describes the performance of students in English Language Arts and math on state standardized tests. Measuring academic achievement provides information about student mastery of the Maryland state standards. The indicator has two different, but equally important, ways of showing this.

First, the indicator includes the percent of students who score at or above the "proficient" level on the test. If a student is "proficient," it means he or she has the expected knowledge, skills, and practices to demonstrate a command of grade-level academic standards. Identifying schools where many students are struggling to achieve proficiency on state assessments is a crucial step in targeting schools that would most benefit from support.

Second, the indicator includes the average Performance Level of all students, regardless of whether they are proficient or not. This gives information about the entire range of student achievement in English Language Arts and math, rather than a single indication of whether students are proficient or not.

Together, these two pieces of information describe not only whether a school's students are meeting expectations in English Language Arts and math, but also how all students are doing on average (even if the average is above or below the "proficient" level).

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Academic Achievement in English Language Arts (ELA) and Math		Grades 9-12
POSSIBLE POINTS 7.5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 7.5
7.5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level x 1.5
7.5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 7.5
7.5	Average Performance Level, math	Earned Points = Average Performance Level x 1.5

30

ACADEMIC ACHIEVEMENT TOTAL = Sum of all measures (30 possible points)

For example, a school's results might be: 60% of its tested students are proficient or higher in English Language Arts, with an average Performance Level of 3.2. In math, 68% of its tested students are proficient or higher, with an average Performance Level of 3.6.

This school would earn 4.5 out of 7.5 points for percent proficient or higher in ELA, or 60% x 7.5. With an average Performance Level of 3.2 in ELA, it would earn 4.8 out of 7.5 points (3.2 x 1.5). In math, for its percent proficient of 68% it would earn 5.1 out of 7.5 points (68% x 7.5), and for the average Performance Level of 3.6 it would earn 5.4 out of 7.5 points (3.6 x 1.5). This school's total earned points for the Academic Achievement indicator would be 19.8 out of 30 points (4.5 + 4.8 + 5.1 + 5.4).

Graduation Rate

MEASURES: **Four-Year Adjusted Cohort Graduation Rate**
Five-Year Adjusted Cohort Graduation Rate

DESCRIPTION: The Graduation Rate indicator, which is only included for high schools, has 15 possible points: ten points for the four-year adjusted cohort graduation rate, and five points for the five-year adjusted cohort graduation rate.

The four-year adjusted cohort graduation rate is the percent of a school's cohort of first-time 9th grade students in a particular school year who graduate in four years (including the summer after the fourth year of high school) with a regular high school diploma, adjusted for students who transfer in and out of the school during that four-year period. For example, the 2016-2017 four-year adjusted cohort graduation rate is equal to the number of students who earned a high school diploma at the end of the 2016-2017 school year, divided by the number of first-time 9th graders in 2013-2014 (starting cohort), plus students who transferred in, minus students who transferred out, emigrated, or died during the 2013-2014, 2014-2015, 2015-2016, and 2016-2017 school years.

The five-year adjusted cohort graduation rate is the percent of a school's cohort of first-time 9th grade students in a particular school year who graduate in five years (including the summer after the fifth year of high school) with a regular high school diploma, adjusted for students who transfer in and out of the school during that five-year period.

WHY IS THIS IMPORTANT: The Graduation Rate indicator shows how many students received a Maryland high school diploma, while also giving credit to schools and districts for helping students that needed more time to finish their diplomas. Measuring the four-year graduation rate allows the state to track how schools and districts are meeting the goal of ensuring all Maryland students are college and career ready.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

High School Graduation Rate			Grade 12
POSSIBLE POINTS 10	Four-year adjusted cohort graduation rate	Earned Points = Four-year graduation rate x 10	15
5	Five-year adjusted cohort graduation rate	Earned Points = Five-year graduation rate x 5	

GRADUATION RATE TOTAL = Sum of all measures (15 possible points)

For example, a school might have a four-year adjusted cohort graduation rate of 85%, and a five-year adjusted cohort graduation rate of 90%. For its four-year rate of 85%, the school would earn 8.5 out of 10 possible points (85% x 10). For its five-year rate of 90%, the school would earn 4.5 out of 5 possible points (90% x 5). For the Graduation Rate indicator, the school's total earned points is 13 out of 15 possible points (8.5 + 4.5).

Progress in Achieving English Language Proficiency

DESCRIPTION: The goal for English language learner students is to attain English language proficiency within six years, including a baseline year. The Progress in Achieving English Language Proficiency indicator describes the percent of students identified as English learners at each school who are on track toward this goal. English language proficiency is measured by the "ACCESS for ELLs 2.0" assessment for English language learners. A score of 4.5 or higher on this test is considered "proficient" in English. The indicator is worth ten possible points.

WHY IS THIS IMPORTANT: The Progress in Achieving English Language Proficiency indicator shows how many non-native English speaking students at a school or district are making progress in becoming proficient in English. This information is important for stakeholders to help ensure these students are being supported at the school.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Progress in Achieving English Language Proficiency			Grades 9-12
POSSIBLE POINTS **10**	Percent of English learner (EL) students on-track to attaining English language	Earned Points = Percent of EL students on-track x 10	**10**

For example, if 55% of a school's English learner students are on-track to attaining English language proficiency, then the school would earn 5.5 out of 10 possible points (55% x 10).

Readiness For Postsecondary Success

MEASURES: **On-track in 9th Grade**

Credit for Completion of a Well-Rounded Curriculum

DESCRIPTION: The Readiness for Postsecondary Success indicator is a component of the accountability system for high schools. There are two measures in this indicator: the share of students who (1) at ninth grade have earned at least four credits in core academic coursework, and (2) upon high school completion the percent of students meeting a variety of standards beyond their required coursework.

On-track in 9th Grade describes the percent of ninth grade students who earn at least four credits in any of the following: English Language Arts, mathematics, science, social studies, or world languages.

Credit for Completion of a Well-Rounded Curriculum is the percent of students completing high school and meeting any one of the following: score of 3 or better on an Advanced Placement (AP) test, score of 4 or better on an International Baccalaureate (IB) test; SAT score of at least 530 (math) and 480 (reading); ACT score of 21 or higher; earned credit for dual enrollment; completion of the University System of Maryland entry requirements; completion of a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council; completion of an industry certification aligned with an approved career and technical education (CTE) program and achievement of CTE concentrator status; completion of an approved CTE program; Armed Services Vocational Aptitude Battery test (ASVAB) score of 31 or higher; completion of a Seal of Biliteracy; or for students obtaining a Maryland High School Certificate of Program Completion: percent of students achieving gainful employment, postsecondary education and training, supported employment or other services integrated in the community (2019-2020).

WHY IS THIS IMPORTANT: The Readiness For Postsecondary Success indicator shows how many students are on track for graduation early in high school, and how many students have completed a rigorous and/or challenging co-curricular standard as they complete their high school career. Research shows both of these are important indications of student success: students who are on-track to complete their core coursework at the end of ninth grade are more likely to graduate, and students who complete high school with well-rounded curriculum beyond core coursework are better prepared for further education or work after high school. Whether training in a technical field or preparing for work or college, this indicator measures preparedness for life after K-12 education and allows stakeholders and leaders to assess if schools are providing students with varied and diverse experiences.

FROM RESULTS TO EARNED POINTS: A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

On-Track in 9th Grade			Grade 9
POSSIBLE POINTS 5	Percent of 9th grade students who earn at least four credits in English Language Arts, math, science, social studies, and/or world language	Earned Points = Percent earning credit x 5	5

Credit for Completion of a Well-Rounded Curriculum			Grade 9
POSSIBLE POINTS 5	Percent of students completing high school and earning credit for achieving other academic benchmarks.	Points are awarded using the "Credit for Completion of a Well-Rounded Curriculum Points Awarded" table	5

*INTERVALS:
PERCENT IS GREATER THAN OR EQUAL TO
– PERCENT IS LESS THAN
Ex: A school with a percent of exactly 85.70 earns 4 points.

PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS
0 - 60.0	1	70.30 - 75.40	2.5	85.70 - 90.90	4
60.00 - 65.10	1.5	75.40 - 80.60	3	90.90 - 96.00	4.5
65.10 - 70.30	2	80.60 - 85.70	3.5	96.00 - 100	5

READINESS FOR POSTSECONDARY SUCCESS TOTAL = Sum of all measures (10 possible points)

For example, a school's results might be that 80% of its ninth graders are on-track (earning at least four credits in English Language Arts, mathematics, science, social studies, or world languages), and 70% of its students who complete high school earned credit for a well-rounded curriculum.

For its 80% of on-track ninth grade students, the school would earn 4 out of 5 possible points (80% x 5). For its 70% of students earning credit for a well-rounded curriculum, the school would earn 2 out of 5 possible points (see "Credit for Completion of a Well-Rounded Curriculum Points Awarded" table). For the Readiness for Postsecondary Success indicator, the school would earn a total of 6 out of 10 possible points (4 + 2).

School Quality and Student Success

MEASURES:

Percent of Students Not Chronically Absent

Percent of Students with Access to a Well-Rounded Curriculum

School Survey (to be added 2018-2019 school year)

DESCRIPTION:

This indicator describes a number of aspects of school performance that are not measured by standardized tests. It combines measures of chronic absenteeism and the percent of students with access to a well-rounded curriculum. (For the 2018-2019 school year, it will also include the results of a school survey.)

Chronic absenteeism reports the percent of students at each school who are absent at least ten percent or more of school days, and in membership at the school at least ten days. A student is counted as absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

The **percent of students with access to a well-rounded curriculum** is the percent of students graduating or exiting with a certificate of program completion who meet at least one of the following: enrolled in an Advanced Placement (AP) course; enrolled in an International Baccalaureate (IB) course; participating in dual enrollment; enrolled in a Career and Technical Education (CTE) program at the CTE concentrator level or higher; or, for students earning a Certificate of Program Completion, enrollment in a general education core academic or elective course.

WHY IS THIS IMPORTANT:

The School Quality and Student Success indicator shows how a school is performing on measures that are not determined by student test scores. The measures add critical information to the accountability system that isn't captured in other ways, giving stakeholders a complete picture of school performance that isn't possible using test scores alone. This information is necessary to ensure students have access to educational opportunities and that schools are serving their needs, academically and beyond.

FROM RESULTS TO EARNED POINTS:

A school will have "results" for each measure. How are those "results" translated into "earned points" on the accountability system?

Chronic Absenteeism			Grades 9-12
POSSIBLE POINTS 15	Percent of students not chronically absent	Points are awarded using the "Chronic Absenteeism Points Awarded" table below	15

PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS
0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

School Survey			Grades 9-11
POSSIBLE POINTS 10*	School's score on a survey of students and educators*	Earned Points to be determined ***Will not be used in 2017-2018***	

Access to a Well-Rounded Curriculum			Grade 12
POSSIBLE POINTS 10	Percent of students completing high school and enrolled in other opportunities beyond core coursework.	Earned Points = Percent enrolled x 10	10

SCHOOL QUALITY AND STUDENT SUCCESS TOTAL = Sum of all measures (25 possible points)

For example, a school's results might be that 90% of its eligible students are not chronically absent, and 85% of students completing high school have access to a well-rounded curriculum.

For its 90% of students not chronically absent, the school would earn 12.5 out of 15 possible points (see "Chronic Absenteeism Points Awarded" table). For its 85% of students with access to a well-rounded curriculum, the school would earn 8.5 out of 10 possible points (85% x 10).

Calculating Accountability Results: High Schools

90 Max Possible Points For 2017-2018

ACADEMIC ACHIEVEMENT — 30

Academic Achievement in English Language Arts (ELA) and Math — Grades 9-12

POSSIBLE POINTS		
7.5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 7.5 *Ex: School has 60% of students "proficient" or higher on ELA. (0.60 x 7.5 = 4.5 points)*
7.5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level x 1.5 *Ex: School has an average ELA Performance Level of 3.4. (3.4 x 1.5 = 5.1 points)*
7.5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 7.5 *Ex: School has 60% of students "proficient" or higher on math. (0.60 x 7.5 = 4.5 points)*
7.5	Average Performance Level, math	Earned Points = Average Performance Level x 1.5 *Ex: School has an average math Performance Level of 3.6. (3.6 x 1.5 = 5.4 points)*

GRADUATION RATE — 15

High School Graduation Rate — Grade 12

POSSIBLE POINTS		
10	Four-year adjusted cohort graduation rate	Earned Points = Four-year graduation rate x 10 *Ex: School has a four-year graduation rate of 85%. (0.85 x 10 = 8.5 points)*
5	Five-year adjusted cohort graduation rate	Earned Points = Five-year graduation rate x 5 *Ex: School has a five-year graduation rate of 90%. (0.9 x 5 = 4.5 points)*

ENGLISH LANGUAGE PROFICIENCY — 10

Progress in Achieving English Language Proficiency — Grades 9-12

POSSIBLE POINTS		
10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 *Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)*

READINESS FOR POSTSECONDARY SUCCESS — 5

On-Track in 9th Grade — Grade 9

POSSIBLE POINTS		
5	Percent of 9th grade students who earn at least four credits in English Language Arts, math, science, social studies, and/or world language	Earned Points = Percent earning credit x 5 *Ex: School has 70% of 9th graders earning credit. (0.70 x 5 = 3.5 points)*

Credit for Completion of a Well-Rounded Curriculum — Grade 12

POSSIBLE POINTS: 5

Percent of students completing high school and earning credit for achieving other academic benchmarks. (For a full list see User's Guide.)

Earned points are awarded by:

PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS
0 - 60.0	1	70.30 - 75.40	2.5	85.70 - 90.90	4
60.00 - 65.10	1.5	75.40 - 80.60	3	90.90 - 96.00	4.5
65.10 - 70.30	2	80.60 - 85.70	3.5	96.00 - 100	5

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 85.70 earns 4 points.

SCHOOL QUALITY AND STUDENT SUCCESS — 15

Chronic Absenteeism — Grades 9-12

POSSIBLE POINTS: 15

Percent of students not chronically absent

Earned points are awarded by:

PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS
0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

School Survey — Grades 9-11

POSSIBLE POINTS		
10*	School's score on a survey of students and educators*	Earned Points to be determined ***Will not be used in 2017-2018***

urriculum — Grade 12

POSSIBLE POINTS		
10	Percent of students completing high school and enrolled in other opportunities beyond core coursework. (For a full list see User's Guide.)	Earned Points = Percent enrolled x 10 *Ex: School has 80% of students completing high school enrolled. (0.80 x 10 = 8 points)*

How to Use Maryland School Report Card Data to Support and Improve Schools

Parents

The Maryland Report Card website and School Report Cards are first and foremost for parents and their children. Parents can use a school's Report Card to understand a school's performance and progress. It can be used to spark ideas on how to help strengthen a school by holding school leaders responsible for its performance – regardless of the score it received. Every school has areas in which they can improve. Each School Report Card provides some–but not all–measures of how a school is doing. Parents need to weigh this information with other information about a school's performance.

How to get informed: Go to the Maryland Report Card website (**MdReportCard.org**) and look up the School Report Card for your student's school. There you'll find information about how the school is performing, and how it is doing in comparison to other schools. You'll see how the school is performing on each component of the accountability system. You can also find information about how groups of students are performing, such as low-income students or English learners.

Ask yourself: Are you satisfied with the way the school performed overall? Are there particular components that you are concerned about? Are the needs of all groups of students being met, or are there student groups that are not performing as well as others?

Ask the principal and school leaders: What are the plans to improve school performance? What are the plans for closing achievement gaps? How will the community be informed about improvement efforts? How can parents support the school's improvement efforts?

Ask the district leaders: How are they making sure that school leaders have the resources and supports they need? How are they holding schools responsible for making improvements?

Principals and Teachers

While there are many ways to measure the performance of a school, the School Report Card is the source of information about each school's and school system's strong points and areas in need of improvement on Maryland's accountability system.

Using the information at your school: The School Report Card and additional data on the Maryland Report Card website provides you with important baseline data about your school, district, and state. It shows how your school is performing overall, and gives you detailed information about individual components of the system. It tells you about how all your students are doing, as well as student groups. It gives you raw data and scores, and also allows you to compare your performance to others. The School Report Card will show you key areas at the school that need urgent attention, places where you can plan and act immediately, and areas where you might need greater support. It will also give you reasons to celebrate your school's students and educators. Assure students that the "final score" is not a reflection on them – it's something the entire school community will work on together to improve, no matter what the scores are now.

Using the information with your school community: The School Report Card is a way to empower your school community to be informed and involved. Share with them that the School Report Card is part of a system that provides useful information about their school, and direct them to the detailed information on the Maryland Report Card website (**MdReportCard.org**). Explore the data with them and encourage them to ask questions. Provide concrete steps that are being taken by the school's administration and teachers to improve their school's performance, no matter what it is now.

School Boards and Superintendents

School boards and superintendents play a critical role in improving schools and communicating school performance to stakeholders. The information on the Report Cards for schools and districts can identify and celebrate what is successful in your district, and help you make a case for maintaining the programs that might contribute to that success. It can also help you change practices that are not positively impacting student and school performance.

Work with your school and district leaders: District and school leaders should be able to explain their plans for school improvement, no matter what their school's current performance. This is also an opportunity for them to ask you for supports and resources that will help them accomplish their goals. What did they learn from the Report Card about the performance of their schools? What can they celebrate, and to what do they attribute their success? What do they need to work to maintain, and what needs improvement? What can they accomplish with the resources and supports that they currently have, and how can district leaders better enable improvement?

Work with your stakeholders: Help parents and community members understand where schools are performing well—and where they are not, what plans your schools are making to improve, and how you are investing and distributing resources wisely. Engage stakeholders and seek feedback. By providing information about specific areas of school performance, the Report Card will help stakeholders better articulate questions and concerns. More empowered stakeholders will lead to greater engagement and productive conversations about your school system.

Frequently Asked Questions

The new Maryland Report Card website is much different from the former site. The following Question and Answer guide may be useful in providing further insight into the exciting updates that have taken place.

Q: Why do we have the Maryland Report Card website and School Report Cards? Why now?

The School Report Cards provide an easily understandable way to report the performance and progress of Maryland schools and districts on the state's new accountability system. They can be found on the Maryland Report Card website (MdReportCard.org), along with even more information about each school. Together, they allow for transparent, open, and data-driven dialogue between educators, parents, students, and community stakeholders on how well each school is serving its students. The redesign reflects the changes to Maryland's accountability system made in response to the federal Every Student Succeeds Act, which was signed into law in 2016. The U.S. Department of Education approved Maryland's plan in early 2018.

Q: What is my school's "final score"?

Each school's "final score" is the result of its performance on the entire accountability system. The system contains a number of components, including measurements of academic performance and school quality. For each component, a school can earn points based on the way that the school is achieving in that area. The School Report Card presents each school's "final score" in three ways. First, the "total earned points percent" is the total number of points earned by the school, divided by the total possible points. For example, a school that earned 55 points out of a possible 85 would receive a "total earned points percent" of 55/85 or 65%. Second, a school will get a "star rating," which is a convenient way of expressing the "total earned points percent." A school that earned 65% of its possible points would have four stars. Third, a school will be given a percentile rank, which describes how that school performed in comparison to other schools. For example, an elementary school in the 80th percentile means the school performed equal to or higher than 80 percent of other Maryland elementary schools on the indicators in the school accountability system.

Q: What does the final score mean?

The final score will tell you how a school is performing on the Maryland accountability system. It should spark conversation and help educators and others search for opportunities for improvement. The percentile rank tells you how the school is doing in comparison to others in the state, and the total earned points percent and star rating show performance on an "absolute" scale. Starting next year, you can also look at the final score over time to track a school's progress. While the final score is a simple way to look at how a school is doing on the accountability system, it's only one part of the picture of school quality. First, the Maryland Report Card website (MdReportCard.org) has even more details about school performance, including detailed breakdowns of the components of the accountability system. Second, there are many factors that influence the quality of a school that are not captured by the Report Card. Not only should one look at all the available data to determine how a school fared, but also at other aspects of the school that are important to the school community but not captured in the data.

Q: Does a poor star rating mean my school is bad?

There are many factors that influence the quality of a school. The star rating is a snapshot of how a school or school system performed during the previous year on a handful of factors. The grades are to be used to identify areas that are performing strongly or areas that are in need of improvement.

For example in, <Name of System/School> we are <insert programs you have to affect student achievement>.

Q: What are the components of the accountability system? How can a school earn points?

The accountability system has two parts: academic indicators, which make up 65 possible points in the system, and measures of school quality and student success, which are 35 possible points. For elementary and middle schools, the academic indicators are:

- Academic Achievement: A combination of the percent of students scoring "proficient" or higher on state standardized tests in math and English Language Arts, and the average Performance Level of students on state standardized tests.
- Academic Progress: A combination of (1) how each student's performance has grown compared to previous years on state standardized tests in English Language Arts and math, and (2) the percent of fifth or eighth grade students earning credit in core coursework. (In upcoming years, this indicator will also include student performance on state science and social studies tests.)
- Progress in Achieving English Language Proficiency: The percentage of a school's English language learner population who are on track toward achieving proficiency in the English language.

The measures of school quality and student success are the percent of students at the school who (1) are not chronically absent, and (2) enrolled in a well-rounded curriculum. (In upcoming years, this indicator will also include a school climate survey.)

At the high school level, the academic indicators are:

- Academic Achievement: A combination of the percent of students scoring "proficient" or higher on state standardized tests in math and English Language Arts, and the average Performance Level of students on state standardized tests.
- Graduation Rate: The percent of students who earn a Maryland High School Diploma.
- Progress in Achieving English Language Proficiency: The percent of a school's English language learner population who are on track toward achieving proficiency in the English language.
- Readiness for Postsecondary Success: The percent of students who (1) at ninth grade have earned at least four credits in core academic coursework, and (2) upon graduation the percent of students meeting a variety of standards beyond their required coursework.

The measures of school quality and student success are the percent of students at the school who (1) are not chronically absent, and (2) upon graduation have participated in a variety of learning opportunities beyond their required core academic coursework. In upcoming years, this indicator will also include a school climate survey.

A school earns points on the component of the accountability system based on its performance in each area.

Q: Why did my school not receive a final score, percentile rank, or star rating?

To receive a final score, a school must have 45 or more possible points. Some schools may not have possible points for every measure or indicator. (For example, if a school does not have at least ten English language learner students, then the Progress in Achieving English Language Proficiency indicator is not included for that school. There would be no possible points for this indicator.) For schools with fewer than 45 possible points, data for the measures and indicators that do apply will still be reported. However, the school will not receive a final score, in any of its forms (total earned points percent, stars, or percentile rank).

Q: How do other states report school performance?

The Every Student Succeeds Act requires states to, at the minimum, report school performance for each of the indicators. However, the majority of states (including Maryland) are reporting "final scores" as well. Most have systems similar to Maryland, with a combination of some type of summative score (in our case, the total earned points percent) and a rating system (in our case, the stars).

Q: How do we explain differences between a school's score on the Maryland Report Card and other third-party evaluations?

Third-party evaluations (such as GreatSchools or SchoolDigger) are not based on the Maryland accountability system. Some use a simple user survey, while others choose a small number of factors like student test scores. In comparison, the Maryland accountability system measures school performance using a variety of ways, and presents the information in the same way for all schools across the state.

Q: Why does the report card include groups of students by race/ethnicity, and those receiving special services?

Federal law requires that we report performance of all students as a group, and that we break out the performance of specific groups of students. Student group performance is critical information for schools, teachers, parents and students that helps ensure every student's educational needs are met. There are seven race/ethnicity student groups: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of Any Race, White, and Two or More Races. There are three groups of students receiving special services: Economically Disadvantaged, English Language Learner, and Students with Disabilities.

Q: How can I use the School Report Card and Maryland Report Card website to better understand how my school is doing?

The Report Card is the most comprehensive collection of public school data that Maryland has collected and made available in one place. The School Report Card is an easy-to-use overview of school performance. The website is interactive and detailed. Together, they give both accessible and comprehensive information about school performance. For more tips and specifics, see the "How to Use Maryland School Report Card Data to Support and Improve Schools" section of this toolkit.

Q: How can we use the Report Card to improve our school?

The Maryland Report Card can be used to highlight strengths and to identify those areas in which improvement is needed. This is essential to developing a plan for improvement. For more tips and specifics, see the "How to Use Maryland School Report Card Data to Support and Improve Schools" section of this toolkit.

Q: Where can I find more information?

Additional data and details about the factors used to determine final scores are available on the Maryland State Department of Education website, **MarylandPublicSchools.org** and Maryland Report Card website, **MdReportCard.org**.

Glossary

While the Maryland State Department of Education has worked diligently to provide the public with an easy-to-understand website, there are terms included that may be unfamiliar to some. The following glossary may be useful in strengthening understanding of the Maryland Report Card.

Academic Achievement

The **Academic Achievement** indicator is a component of the accountability system for elementary, middle, and high schools. There are four measures in this indicator: (1) percent of students scoring "proficient" or higher on state standardized math tests; (2) average Performance Level of students on state standardized math tests; (3) percent of students scoring "proficient" or higher on state standardized English Language Arts tests; (4) average Performance Level of students on state standardized English Language Arts tests. (For students taking PARCC assessments, "proficient" is Performance Level 4 or 5. For students taking the Maryland State Alternate Assessment, "proficient" is Performance Level 3 or 4.) For elementary and middle schools, the Academic Achievement indicator has a total of 20 possible points; each measure has five possible points. For high schools, the Academic Achievement indicator has a total of 30 possible points; each measure has 7.5 possible points.

Academic Progress

The **Academic Progress** indicator is a component of the accountability system for elementary and middle schools. For elementary schools, the Academic Progress indicator has four measures: (1) median student growth percentile of students on state standardized math tests; (2) median student growth percentile of students on state standardized English Language Arts tests; (3) percent of students scoring "proficient" or higher on the science assessment that is now part of the Maryland Comprehensive Assessment Program (to be included for the first time in the 2018-19 school year); (4) percent of fifth graders earning credit in social studies, fine arts, physical education, and health courses. The entire Academic Progress indicator for elementary schools has 35 possible points: 25 for growth (12.5 for math and 12.5 for English Language Arts), five possible points for science proficiency, and five possible points for the percent of fifth graders earning credit in social studies, fine arts, physical education, and health.

For middle schools, the Academic Progress indicator has five measures: (1) median student growth percentile of students on state standardized math tests; (2) median student growth percentile of students on state standardized English Language Arts tests; (3) percent of students scoring "proficient" or higher on the science portion of the Maryland Comprehensive Assessment Program) (to be included in 2018-19); (4) percent of students scoring "proficient" or higher on the social studies assessment (to be included in 2020–2021); (5) percent of eighth graders earning credit in English Language Arts, math, social studies, and science courses. The entire Academic Progress indicator for middle schools has 35 possible points: 25 for growth (12.5 for math and 12.5 for English Language Arts), 3.5 possible points for science proficiency, 2.5 possible points for social studies proficiency, and three possible points for the eighth graders earning credit in English Language Arts, math, social studies, and science courses.

Access to a Well-Rounded Curriculum

The **Access to a Well-Rounded Curriculum** measure is one component of the School Quality and Student Success indicator. For elementary schools, it is the percent of fifth graders enrolled in science, social studies, fine arts, physical education, and health. For middle schools, it is the percent of eighth grade students enrolled in fine arts, physical education, health, and computational learning. For high schools, it is the percent of students graduating or exiting with a certificate of program completion who meet at least one of the following: enrolled in an Advanced Placement (AP) course; enrolled in an International Baccalaureate (IB) course; participating in dual enrollment; enrolled in a Career and Technical Education (CTE) program at the CTE concentrator level or higher; or, for students earning a Certificate of Program Completion, enrollment in a general education core academic or elective course.

Annual Target

Some components of the accountability system have long-term goals: percent of students proficient in math, percent of students proficient in English language arts, percent of students making progress toward English language proficiency, and (for high schools) four-year adjusted cohort graduation rate and five-year adjusted cohort graduation rate.

Long-term goals are broken down into "**annual targets**" so that a school can see whether it is on track to meeting its goals. Whether a school met its annual targets will be reported starting on the 2018-19 Maryland School Report Card. For more information about how annual targets are calculated, please refer to the Accountability User's Guide and/or Technical Documentation.

Chronic Absenteeism

The Maryland accountability systems measures the percent of students that are not chronically absent. **Chronic absenteeism** measures the percent of students at each school who are absent at least ten percent or more of school days. All absences--including excused absences of any kind--are included. Students out of school on school-sponsored events are not included as an absence. Students are included in the measure if they have been enrolled in the school for at least ten days. The chronic absenteeism measure is part of the School Quality/Student Success indicator, and it has 15 possible points.

Earned Points

On each component of the accountability system, a school's performance is translated into **earned points**. For example, if 50 percent of a school's students are on track to English language proficiency, and that indicator is worth a total of 10 points, then the school would earn 50 percent of a possible 10 points, or five points. The sum of the earned points for each component of the accountability system is a school's total earned points. For more information on how data is translated into earned points for each measure and indicator, see the Accountability User's Guide.

Graduation Rate

The **Graduation Rate** indicator has two measures: (1) four-year adjusted cohort graduation rate, and (2) five-year adjusted cohort graduation rate. This indicator, which is only included for high schools, has 15 possible points: ten for the four-year rate, and five for the five-year rate.

Indicators

Indicators are the large components of the Maryland accountability system. Each describes how a school is performing in certain areas: Academic Achievement, Academic Progress, Progress in Achieving English Language Proficiency, and School Quality/Student Success at the Elementary and Middle School Levels; and Academic Achievement, Graduation Rate, English Language Proficiency, Readiness for Postsecondary Success, and School Quality/Student Success at the High School level.

Maryland Report Card website

The collection of education data that includes individual School Reports, Maryland student performance on state and federal testing requirements, education funding, graduation rates, student enrollment, professional qualifications, and other accountability data.

Measures

Measures are components of indicators. For example, the School Quality/Student Success indicator is made up of three measures: percent of students not chronically absent, school climate survey, and percent of students with access to a well-rounded curriculum.

Percentile Rank

In addition to the total earned points percent, each school will receive a **percentile rank**. While the total earned points percent describes a school's performance on an absolute scale, the percentile rank describes a school's performance in comparison to other Maryland schools. For example, an elementary school in the 80th percentile means this elementary school performed equal to or higher than 80 percent of other Maryland elementary schools on the indicators in the school accountability system. The percentile rank is one way of reporting a school's "final score" on the Maryland accountability system, along with a school's percent of possible points and Star Rating.

Possible Points

Each component of the accountability system has a certain number of **possible points**. This represents the maximum number of points a school can earn for each measure and indicator. The sum of the possible points for each component of the accountability system is a school's total possible points. Some schools may not have possible points for every measure or indicator. (For example, if a school does not have at least ten English language learner students, then the Progress in Achieving English Language Proficiency indicator is not included for that school. There would be no possible points for this indicator.)

Progress in Achieving English Language Proficiency

The goal for English language learner students is to attain English language proficiency within six years, including a baseline year. The **Progress in Achieving English Language Proficiency** indicator describes the percent of English language learner students at each school who are on track

toward this goal. English language proficiency is measured by the "ACCESS for ELLs 2.0" assessment for English language learners. The indicator is worth ten possible points.

Readiness For Postsecondary Success

The **Readiness for Postsecondary Success** indicator is a component of the accountability system for high schools. There are two measures in this indicator: (1) the percent of ninth grade students who earn at least four credits in any of the following: English Language Arts, mathematics, science, social studies, or world languages; and (2) the percent of students completing high school and meeting any one of the following: score of 3 or better on an Advanced Placement (AP) test, score of 4 or better on an International Baccalaureate (IB) test; SAT score of at least 530 (math) and 480 (reading); ACT score of 21 or higher; earned credit for dual enrollment; completion of the University System of Maryland entry requirements; completion of a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council; completion of an industry certification aligned with an approved career and technical education (CTE) program and achievement of CTE concentrator status; completion of an approved CTE program; Armed Services Vocational Aptitude Battery test (ASVAB) score of 31 or higher; completion of a Seal of Biliteracy; or for students obtaining a Maryland High School Certificate of Program Completion: percent of students achieving gainful employment, postsecondary education and training, supported employment or other services integrated in the community (2019-2020). The indicator has ten possible points, five points for each measure.

School Survey

The **School Survey** measure is one component of the School Quality and Student Success indicator. It will be included in the accountability system starting in the 2018-19 school year. The survey will provide schools, school systems, and the State with valuable information about each school's learning environment. Students in grades 5-11, teachers, administrators, and instructional staff will participate. The survey asks about student engagement, interactions with others at the school, the physical and instructional environment, and school safety. The School Climate Survey measure has ten possible points.

School Quality and Student Success

The **School Quality and Student Success** indicator has three measures: (1) percent of students not chronically absent; (2) school climate survey (first included in the accountability system in 2018-19); (3) access to a well-rounded curriculum. The indicator has 35 possible points: 15 possible points for chronic absenteeism, ten for the school climate survey, and ten for access to a well-rounded curriculum

Standardized Test

Standardized tests are tests that students in grades 3-8 and one grade in high school take each year. The results inform schools about students' knowledge of academic standards, and they provide data that helps teachers inform instruction. "Standardized" means that every student who takes the same test will see the same questions (or a selection of questions from common bank of questions). For the 2017-18 and 2018-19 school years, the Maryland standardized tests are the Partnership for the Assessment of Readiness for College and Career (PARCC) tests in English Language Arts and math. Starting in the 2019-20 school year, the standardized tests will be the Maryland Comprehensive Assessment Program (MCAP) tests.

Student Growth

Student growth describes the change in a student's performance on a specific test. The Maryland accountability system measures student growth using "median student growth percentile" (SGP), which compares the change in student's performance with all other Maryland students who took the same test in the prior year(s) and achieved a similar score. Each student receives an SGP score with a possible value of 1 (low) to 99 (high). For example, a student with an SGP of 75 grew as much as, or more than, 75 percent of all other similarly-scoring Maryland students. A school's SGP is the median of the SGP scores of its students.

Star Rating

The stars given to each school are a convenient way of expressing a school's "final score" on the Maryland accountability system, along with a school's percent of total earned points percent and percentile rank. Awarded stars are determined from the total earned points percent across all academic and school quality indicators. Stars are awarded using a school's total earned points percent:

★★★★★ 5 stars when a school has **at least 75% of total earned points percent**

★★★★☆ 4 stars when a school has **at least 60% but less than 75% of total earned points percent**

★★★☆☆ 3 stars when a school has **at least 45% but less than 60% of total earned points percent**

★★☆☆☆ 2 stars when a school has **at least 30% but less than 45% of total earned points percent**

★☆☆☆☆ 1 star when a school has **less than 30% of total earned points percent**

Schools with fewer than 45 total possible points will not receive a Star Rating. However, the available data for these schools will be reported. Local school systems will also not receive a Star Rating. However, the available data for local school systems will be reported.

Total Earned Points Percent

Each school receives a **total earned points percent**, which is the total earned points divided by the total possible points. The total earned points percent is one way of reporting a school's "final score" on the Maryland accountability system, along with a school's percentile rank and Star Rating.