In 2002, the Monroe County, Georgia, school system was, according to its then-superintendent Scott Cowart, "underperforming." Test scores were low, and several schools faced interventions under the new No Child Left Behind Act (NCLB).

One decade later, the 4,000-student school district in central Georgia is one of the highest-performing districts in the state. All of its schools met their targets for improving test performance for all students under NCLB for four years in a row, and two were named Title I Schools of Distinction, an annual award bestowed by the U.S. Department of Education (ED). Additionally, community residents voted twice to increase sales taxes to support the school system.[1]

District officials credit much of the turnaround to a system instituted in 2002 to measure and track student and school performance. Called the "balanced scorecard," the system measures performance on more than seventy indicators in four categories—academic achievement, organizational effectiveness, stakeholder engagement, and professional learning—to show whether each school, and the district as a whole, is meeting annual performance targets on each one (see Appendix B). In contrast to traditional accountability metrics, which measure performance on a narrow range of indicators (primarily test scores) or combine indicators into a single index that is difficult to interpret, the balanced scorecard provides clear information on a range of measures. The scorecard includes outcomes, like test scores and high school graduation rates, as well as factors that contribute to student learning, like participation in cocurricular activities and parental involvement.

The scorecard, which is presented publicly to the school board and displayed in each school, is color-coded, which enables teachers, administrators, and community members to see in which areas the schools are meeting targets and which areas need attention. That enables teachers and school leaders to address areas of low performance and turn them around, according to district officials.

"It's a much better method for us as educators," says the current superintendent, Anthony Pack. "We can guide our work. We know where we are today and where we want to be tomorrow."[2]

For example, when the scorecard showed that attendance rates were low, the school board asked the district to form an "attendance council" to address the problem since board members knew from research that students who miss too many days of school are unlikely to perform well. The attendance rate is now 95 percent. That kind of action might not have happened if the district did not monitor a broad range of clear indicators, including attendance, Pack said.[3]

At a time when states and the federal government are considering new approaches to replace the twelve-year-old NCLB accountability system, a number of districts around the country are using approaches similar to the one used in Monroe County. These systems, often called "data dashboards," offer a way for school administrators to track performance and hold schools, principals, and teachers accountable.

Like an automobile dashboard, a data dashboard provides an array of information about school performance and practices, rather than a single number like a test score, to show whether a school is succeeding. This information enables educators to focus resources and attention on particular problems and,

Just as a driver fills up his tank before the gas gauge reaches "E" to keep the car functioning at its highest capacity, a school using a data dashboard can monitor school climate and performance, for instance, and make improvements to ensure all students learn.

equally importantly, to monitor their own performance and address all issues that affect performance. Just as a driver fills up his tank before the gas gauge reaches "E" to keep the car functioning at its highest capacity, a school using a data dashboard can monitor school climate and performance, for instance, and make improvements to ensure all students learn.

This paper looks at using a data dashboard system as an alternative method of measuring school and district performance. It discusses ways this approach can address some of the limitations of traditional methods, and considers issues involved in creating an effective dashboard system. It also recommends federal and state policy changes that would make this type of system feasible.

Accountability in Flux

The interest in data dashboards comes at a time when states and the federal government are poised to make the biggest changes in education accountability policies in more than a decade. Although states have held schools accountable for student performance for decades, NCLB established a uniform system of accountability for the first time. It required states to test all students in grades three through eight and once in high school in reading and mathematics, and to set standards that would indicate "proficiency" on the tests. The law also required states to set targets for test performance so that all students would reach proficiency by 2014. Schools that failed to meet annual targets—either for the school as a whole or for subgroups within the school—would be designated "in need of improvement" and subject to an escalating set of sanctions and interventions.

The law also authorized states to include additional measures of school performance (usually high school graduation rates) in accountability systems, but performance on these measures could not compensate for low performance on tests.

According to studies that evaluate its impact, NCLB has been successful in focusing attention on previously underserved subgroups, and student achievement has risen somewhat, particularly in elementary school mathematics.[4] But high school performance remains flat and relatively few students are able to demonstrate deeper learning competencies—the ability to use knowledge to solve novel problems and think critically, communicate effectively, and collaborate with peers—that are necessary for success in college and a career. Moreover, there is widespread recognition that NCLB has produced some unintended consequences, such as an overemphasis on tests.

The shortcomings of the NCLB system have led state officials and advocates to consider new approaches to accountability, opening the door to ideas like the data dashboard. In 2011, ED began issuing waivers from certain NCLB requirements to states allowing them to develop their own accountability systems. Forty-three states have received waivers, and their new systems vary in many ways from the NCLB model. For example, some states, such as Kentucky, and a group of districts in California broadened their measures of school performance significantly. Kentucky's school performance index includes teacher-performance measures as well as student-achievement measures, and the California districts include in performance measures a variety of so-called "non-cognitive" abilities, in addition to test scores.

Furthermore, California is creating a multiple-measures accountability system. Under a state law that altered how Sacramento funds schools, California requires districts to develop their own accountability systems in addition to the statewide system and to measure school performance along eight dimensions: student achievement, student engagement, college and career readiness, school climate, parent involvement, basic services (such as access to materials and adequate facilities), implementation of new state standards, and access to rigorous course work.

While waivers enable states to add multiple measures to their accountability systems, not all states have done so, and most continue to rely on test scores alone to determine whether

their schools are low-performing. For example, many states do not include as measures of school performance such critical variables as the performance of student subgroups and measures of college and career readiness. Moreover, most states under the NCLB waivers continue to combine indicators of school performance in an index or letter grade, making the new systems less transparent than they could be. (See "State Accountability Indices Under the Elementary and Secondary Education Act (ESEA) Flexibility Requests" in Appendix A.)

While these state experiments continue, some organizations and researchers have proposed new types of accountability systems that differ sharply from the NCLB approach. One proposal by Linda Darling-Hammond, Gene Wilhoit, and Linda Pittenger outlines a system that rests on three pillars:

- a focus on meaningful learning, enabled by

- professionally skilled and committed educators, supported by

- adequate and appropriate resources.[5]

Separately, a group of eleven civil rights organizations, including the Mexican American Legal Defense Fund and the National Urban League,[6] has developed a set of principles for a new accountability system that would hold states and districts accountable for providing the resources necessary for students to succeed.[7] These principles also hold schools accountable for the performance of their students using multiple measures. The principles monitor professional competence, informative assessments of meaningful twenty-first-century learning, shared responsibility, and family and community engagement as well.

A group of seventeen professional education organizations, including the American Association of School Administrators, the American Federation of Teachers, the National Education Association, and the National Association of Secondary School Principals,[8] also has proposed principles for accountability that are similar to those outlined by the civil rights organizations. They include accountability for meaningful learning, multiple measures of student performance, and building the capacity of schools.

These proposals share the view that the purpose of accountability should be to support improved performance, and they call for a range of accountability indicators that would enable schools, districts, and states to make the changes necessary to bring about those improvements. Thus these proposals suggest there is growing interest in new approaches to accountability, including the use of new tools such as data dashboards.

Accountability systems tend to rely on a narrow set of indicators, and in many cases test scores alone, to rate school performance. Consequently, they ignore factors that should be addressed to ensure that schools are enabling all students to develop the full set of competencies they need to succeed in college and the workplace.

Fixing Shortcomings with a Data Dashboard

Current accountability systems have a number of advantages. They focus attention on outcomes and measure whether schools have achieved learning goals. They provide information that allows parents and policymakers to compare schools easily. And states generally have databases that enable them to collect and report the information they need. However, research reveals a number of shortcomings in the systems. A data dashboard can address some of the problems.

Shortcoming 1: Masking Problems

Accountability systems tend to rely on a narrow set of indicators, and in many cases test scores alone, to rate school performance. Consequently, they ignore factors that should be addressed to ensure that schools are enabling all students to develop the full set of competencies they need to succeed in college and the workplace. For example, tests currently used in many states tend to measure relatively low-level knowledge and skills, and seldom tap the ability to use knowledge to think

critically and solve problems. Thus, by rating schools primarily by test scores, states are not holding schools accountable for deeper levels of learning.

But even if states use multiple indicators, including indicators of deeper learning, in their accountability systems, the accountability metrics many states use—ones that rate schools using an index or letter grade—can mask problems as well. Since such systems aggregate multiple indicators into a single score, they fail to show the relative performance of each indicator. Moreover, in many cases states assign different weights to each indicator to develop an index score or grade; in such cases, high performance on one indicator can compensate for low performance on another. And if one indicator has a relatively small weight, there is little incentive for schools to address it if it will do little to improve the score.

For example, the Alliance for Excellent Education finds that in twelve states, high school graduation rates count for less than 25 percent of a school's score. Thus, the accountability system may create a perverse disincentive to focus on graduation rates, since low graduation rates have little effect on their total rating. Worse, schools might have an incentive to "push out" low-performing students in order to raise test scores and thus raise their overall rating, since graduation rates mean so little to the rating.[9]

Similarly, a report by Education Trust finds that in Florida, Kentucky, and Minnesota, schools earned high ratings even though the performance of low-income students and students of color remained low. In Florida, for example, the average proficiency rate for African American students in "A" schools is the same as that for white students in "C" schools, according to the report.[10] (After the Education Trust released its report, ED issued guidance to states for waiver renewals prohibiting states from assigning high ratings to schools with low performance by subgroups.)

A data dashboard can alleviate the problem of masking low performance by including multiple indicators, not just test scores, and making public all relevant data, rather than just an overall rating. Administrators, policymakers, and parents know at a glance whether a school is performing low on a particular indicator, such as high school graduation rates or subgroup test scores, even if performance on other indicators is high. As a result, states, districts, and schools can focus resources on the most significant problems.

The School Progress Reports for the School District of Philadelphia show one way to do this. The reports (see Appendix C), first introduced in the 2012–13 school year, show school performance in four categories—achievement, progress, climate, and college and career readiness—as well as an overall rating. (The district plans to expand the reports in 2015 to include three additional categories: equity, or growth in assessment scores of the lowest performers; educator effectiveness; and stakeholder feedback.) These color-coded reports rate schools in each category on a four-point scale: model (highest), reinforce, watch, and intervene (lowest). The reports also show how schools compare on each measure to the district as a whole and to "peer" schools. Thus, schools can see a range of measures of performance without having to decipher a single number.

Shortcoming 2: Limited Guidance

A second shortcoming of most current accountability systems is the limited guidance they provide to educators and community members. While these systems might indicate that a school is low performing, or "in need of improvement" in NCLB parlance, they do not indicate precisely what is causing the low performance or what schools can do to address it. In that way, the systems function like a "check engine" light on a car dashboard, when specific measures such as oil pressure, temperature, and fuel consumption would be more helpful.

In part, this problem reflects the structure of NCLB, in which all schools that did not achieve adequate yearly progress (AYP) were put in the same category of needing improvement and subject to the same sanctions, regardless of whether they

Administrators, policymakers, and parents know at a glance whether a school is performing low on a particular indicator, such as high school graduation rates or subgroup test scores, even if performance on other indicators is high.

missed their targets in one subject or both; whether they missed their targets by a little or a lot; or whether one subgroup missed the target or all did. The proposed remedies in the law applied to all schools that missed AYP.

In addition, the accountability systems under NCLB and, for the most part, under waivers from the law, provide limited information to schools. They indicate a school's performance status but are silent on what to do to change it. As Richard F. Elmore, the Gregory R. Anrig research professor of educational leadership at the Harvard University Graduate School of Education, put it, "the requirements for the remedy, as well as the resources entailed in the remedy, are largely opaque and inscrutable to those who are responsible for it."[11]

One way to address this problem is through an inspectorate system. In England, trained educators spend days in schools and observe classes, interview teachers and students, and examine reams of documents. They then compile their data into a comprehensive narrative report that describes the conditions of the schools while identifying areas that need to be addressed.[12] Several states have adopted a form of this practice. In Georgia, for example, teams are assigned to schools designated as low performing and rate the schools' instruction, curriculum, assessment, leadership, and professional learning. These ratings are included in the scorecards used in Monroe County and other districts in the state.

A data dashboard also can serve this function by providing schools with a broad array of data on school practices as well as student outcomes. In Monroe County, for example, the scorecard includes data on organizational effectiveness (including new teacher retentions, facilities quality, and internet access); student, staff, and community engagement (including the number of business partners, staff attendance, and music performances); and professional learning.

Technology also enhances the ability of data dashboards to inform educators about how to raise performance. The School District of Philadelphia created an interactive feature that enables school leaders to see how their reports would change if they made certain improvements. For example, a principal can see whether improving the attendance rate to 90 percent will move a school from the "intervene" category on that measure to the "watch" category.

Shortcoming 3: A Lack of Locally Developed Indicators

A third shortcoming of existing accountability systems is the inability of local districts to define the indicators for which they want to hold themselves accountable. For equity reasons, all states have systems that measure all students on the same standards. But individual districts might want to use some measures that might be infeasible to administer on a large scale.

For example, individual districts might want to hold their schools accountable for student abilities that state tests cannot measure, such as their ability to conduct research and write extended essays. A state system that includes only a limited number of indicators to create an index would be unable to accommodate those additional learning goals. Districts would hold themselves accountable for the state goals, but they would have no incentive to pursue their additional goals.

A group of large districts in California, known as the California Office to Reform Education, is building an accountability system for member districts that combines statewide measures with those developed locally. The districts' measures of school performance include statewide measures of academic performance (test score performance and growth), measures of social-emotional health (such as suspension rates and measures of "non-cognitive" skills like persistence and motivation), and measures of culture and climate (such as the perceptions of students, staff, and parents and special education identification rates). The non-cognitive measures will be developed locally.
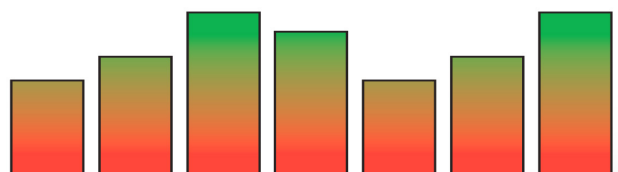
> **The use of additional indicators also allows schools to monitor performance throughout the year, rather than waiting for results from end-of-year tests.**

New Hampshire, meanwhile, is addressing this issue by creating a state-local hybrid system that will include statewide tests (the Smarter Balanced Assessment Consortium), state-developed performance tasks, and district-designed performance assessments. Each district will develop a Performance Assessment of Competency Education system aligned with district goals and state priorities. The state is establishing a peer-review process to evaluate the district assessments to ensure validity and reliability.[13]

The use of additional indicators also allows schools to monitor performance throughout the year, rather than waiting for results from end-of-year tests. In the San Jose Unified School District (CA), principals meet with district leaders four times a year to review data, discuss whether their improvement plans are working, and identify areas for adjustments.

Toward a Data Dashboard

Creating a data dashboard is not as simple as collecting and displaying all available information. Districts that have used this system effectively suggest there are at least four important considerations that must go into the development of the system:

1. **Choosing the right indicators.** Designers of dashboard systems believe that, in order to drive improvements in performance, the indicators in a dashboard need to reflect the most significant measures of a school's performance. To that end, they rely on research on what contributes to high performance to determine what they consider the most critical outcome measures.

    "It helps focus attention," says Maggie Glennon, consultant with the Georgia Leadership Institute for School Improvement and a former assistant superintendent in Monroe County. "You have to prioritize. You can't do everything."[14]

Some dashboards include a broad set of measures of student performance, rather than relying solely or mostly on test scores. Districts such as Dallas Independent School District, the School District of Philadelphia, Pittsburgh Public Schools, San Jose Unified, and New Visions schools in New York City participated in the College Ready Indicator Systems (CRIS) project to develop and report indicators of college readiness on three dimensions. The CRIS is based on a framework developed by David Conley, the former director of the Educational Policy Improvement Center and an expert on college readiness.[15] The dimensions include academic readiness, academic tenacity, and college knowledge. The districts collect data on these dimensions at the student, school, and district levels.

Monroe County's scorecard also includes measures of organizational effectiveness, public engagement, and professional learning, as well as student outcomes. "You can't improve student learning if the classrooms are dirty and teachers don't get their paychecks on time," Glennon says. "If teachers are not happy, they will not do their best job teaching."[16]

2. **Identifying the most critical indicators for special scrutiny.** While a dashboard system includes an array of indicators, administrators often focus on a few key indicators to ensure that schools continue to monitor them and address the most critical problems in school performance.

    For example, Monroe County Superintendent Pack says that the district revises its dashboard system from time to time, and if schools continue to exceed targets on an indicator, the district might not monitor it each year. However, Pack states that some indicators need annual monitoring because they are critical to student achievement. "Some things, like the attendance rate, if you take it off the radar, people will lose focus," he says.[17]

San Jose Unified's OPSTAT system ("opportunity statistics") measures school performance on eleven indicators, but individual schools are particularly responsible for four key indicators—one for elementary schools, one for middle schools, and two for high schools. For high schools, these indicators are Advanced Placement and International Baccalaureate performance and performance in course work required for admission into the University of California system. Regardless of school performance on other indicators, schools must develop plans for improving results on those measures, according to Jason Willis, the assistant superintendent for accountability and community engagement.[18]

3. **Setting appropriate targets or benchmarks.** In addition to presenting information on the current status of school performance, data dashboards also contribute to school improvement by showing how well schools raise their performance over time. In order to show progress, leaders set benchmarks for performance and work with schools to set targets for improvement toward those benchmarks. Schools hold themselves accountable for meeting the targets.

In Monroe County, the scorecard's color-coding scheme is based on whether schools meet targets in all categories. When schools meet or exceed a target, the indicator is marked in green. If schools are close to a target, it is marked in yellow. If schools fall short, it is marked in red.

Target-setting is based on negotiations between principals and district leaders. District officials want to set ambitious but reasonable targets, according to Glennon, the former assistant superintendent. The district wants schools to show steady gains but does not want to set targets that are so out of reach that teachers and principals grow discouraged. For example, Monroe County seldom expects its schools to reach 100 percent in any category because leaders recognize that any student could have a bad test day and cause the school to miss that goal. On the other hand, district leaders insist that schools raise their targets if a principal's initial proposal is too low.
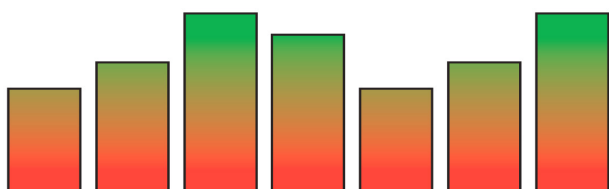
4. **Using the tools for improvement.** In addition to presenting data in a different way, districts using a dashboard system have transformed the way they approach accountability. Rather than simply presenting data or threatening intervention, district officials work with schools to improve performance.

"We do not send down report cards and say, 'You meet the targets,'" says Monroe County Superintendent Anthony Pack. "We are working with schools to ensure the targets are met."[19]

San Jose Unified underwent a similar shift. In the past, school leaders regarded accountability as a way for the district to point fingers at schools, according to Assistant Superintendent Willis. But since the district shifted to its OPSTAT system in 2013, principals regard it much more favorably, he said.

"It's the polar opposite of the culture of mistrust" that characterized the previous system, Willis says. "It's not intended to fire principals or label schools. There is an ongoing dialogue."[20]

Policy Recommendations

While states have considerable flexibility under NCLB waivers to design new accountability systems that include data dashboards, policy changes at the federal, state, and district levels can facilitate their development and implementation.

- The federal government should encourage the use of data dashboards in accountability systems to measure school and district performance. This encouragement can come in the form of guidance to states for NCLB waivers, and ultimately in a reauthorized Elementary and Secondary Education Act (ESEA).

- The federal government should require states to include in their dashboards measures of subgroup performance. These measures should indicate the performance of each significant subgroup in a school and should be used where possible for all measures of learning opportunities and performance, including test scores and high school graduation rates. A reauthorized ESEA should codify the 2008 regulations that required states to use a uniform definition of high school graduation rates and hold schools accountable for subgroup graduation rates.

- The federal government should require states to include in their dashboards measures of college and career readiness. These can include scores on tests aligned with the expectations for first-year college success; performance on college-admissions tests; participation and performance in Advanced Placement and International Baccalaureate programs; and measures of college enrollment and attainment.

- If a state uses a dashboard, the state should intervene in schools in which the high school graduation rate is below 67 percent and in schools where student subgroups are not improving over time to reduce gaps in achievement and attainment, regardless of performance on other measures. States should set annual targets, approved by ED, to monitor the progress of student groups.

- States should encourage districts to augment their state's dashboard with additional measures that reflect local priorities.

- Districts should develop data dashboard systems to measure school and district performance that include statewide measures as well as locally developed measures.

Conclusion

After twelve years under a structure of uniform accountability systems, the education policy landscape is shifting. States are experimenting with new systems to measure school performance and hold schools accountable for results, and proposals for dramatically new types of systems are emerging. The accountability picture is likely to look considerably different in the next few years.

As states develop new systems, they should look to examples from pioneering and successful districts and consider using data dashboards as a way of measuring and monitoring school performance. These dashboard systems can look different from state to state. But they can help transform accountability to a means of helping all schools improve performance for all students.

Endnotes

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2. A. Pack, personal communication, November 24, 2014.

3. Ibid.

4. Center on Education Policy, *From the Capital to the Classroom: Year 3 of the No Child Left Behind Act* (Washington, DC: Center on Education Policy, 2005).

5. L. Darling-Hammond, G. Wilhoit, and L. Pittenger, *Accountability for College and Career Readiness: Developing a New Paradigm* (Stanford, CA: Stanford Center for Opportunity Policy in Education, 2014).

6. Groups endorsing the proposal are the Advancement Project, the Lawyers Committee for Civil Rights Under Law, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association for the Advancement of Colored People (NAACP), the National Opportunity to Learn (OTL) Campaign, the National Urban League, the NAACP Legal Defense and Educational Fund, the National Council on Educating Black Children, the National Indian Education Association, and the Southeast Asia Resource Action Center.

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13. Darling-Hammond, Wilhoit, and Pittenger, *Accountability for College and Career Readiness*.

14. M. Glennon, personal communication, December 1, 2014.

15. D. Conley, *Redefining College Readiness* (Eugene, OR: Education Policy Improvement Center, 2007).

16. M. Glennon, personal communication, December 1, 2014.

17. A. Pack, personal communication, November 24, 2014.

18. J. Willis, personal communication, December 17, 2014.

19. A. Pack, personal communication, November 24, 2014.

20. J. Willis, personal communication, December 3, 2014.

Appendix A

State Accountability Indices Under the Elementary and Secondary Education Act (ESEA) Flexibility Requests

The No Child Left Behind Act (NCLB),[1] enacted more than a decade ago, intended to hold schools accountable for educating all of their students. Because the U.S. Congress has failed to reauthorize this law since passing it in 2001, the U.S. Department of Education (ED) granted forty-three states, the District of Columbia, and Puerto Rico flexibility from certain requirements under NCLB, known as "ESEA waivers."

In exchange for the waivers, ED required states to implement statewide systems of differentiated accountability and support. Forty-one states and the District of Columbia with approved waivers are using an "index" within their accountability systems.[2] An index is a composite score or letter grade based on a variety of indicators. States vary in the number and type of indicators they incorporate into their indices. The following examines the extent to which states incorporate two sets of indicators into those indices: (1) college and career readiness and (2) performance of student subgroups.

Why are these two categories of indicators important?

1. College and Career Readiness

The recognized goal of K–12 education is to prepare all students fully for college and a career. Therefore, state accountability systems should reflect the extent to which schools meet this goal. A number of indicators can provide information regarding the extent to which schools are preparing students adequately for college and a career. For example, ACT performance and general course performance, including performance in dual enrollment and Advanced Placement courses, each predict college and career readiness.[3]

However, not all indicators of college and career readiness are equal. Rates of postsecondary education enrollment, remediation, persistence, and completion provide strong evidence of whether a student graduates from high school prepared for postsecondary education, rather than a prediction.[4] Despite the utility of these indicators, as Table 1 shows, only four[5] of the forty-one waiver states that use an index incorporate these postsecondary education indicators.

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[1] NCLB is the bill passed in 2001 that reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965.

[2] New Jersey, North Carolina, Puerto Rico, and California Office to Reform Education do not use an "index" within their accountability systems.

[3] Research shows that participation in dual enrollment courses can increase high school graduation rates and increase college enrollment and persistence. Ninety percent of students in early college high schools graduate from high school and 30 percent earn an associate's degree or other postsecondary credential while in high school (see M. Webb and C. Gerwin, *Early College Expansion: Propelling Students to Postsecondary Success, at a School Near You*. (Washington, DC: Jobs for the future, 2014) http://www.jff.org/sites/default/files/publications/materials/Early-College-Expansion_031414.pdf (accessed January 7, 2015). Further, a comprehensive evaluation of early college high schools finds that 22 percent of early college students earned a college degree compared to just 2 percent of comparison students who did not attend an early college high school. See American Institutes for Research, *Early College, Early Success: Early College High School Initiative Impact Study*. (Washington, DC: American Institutes for Research, 2013), http://www.air.org/sites/default/files/downloads/report/ECHSI_Impact_Study_Report_Final1_0.pdf (accessed December 21, 2014).

[4] D. Conley, "Redefining College Readiness," (Eugene, OR: Educational Policy Improvement Center, 2007) http://www.aypf.org/documents/RedefiningCollegeReadiness.pdf (accessed January 7, 2015).

[5] Georgia, Hawaii, Maryland, and Nevada (see Table 1).

Table 1: Indicators of College and Career Readiness in State Accountability Indices

Note: The endnotes that accompany Table 1 include additional state-specific information.

Indicator	States Incorporating the Indicator Within Their Accountability Indices
Total *percentage* of students who enroll in any institution of higher education within sixteen months of earning a regular high school diploma.	1. Hawaii[a]
Total *number* of students who enroll in any institution of higher education within sixteen months of earning a regular high school diploma.	1. Maryland[b]
Rate of remediation at two- or four-year colleges and universities.	1. Georgia[c] 2. Nevada[d]
College entrance/placement exams, such as the ACT, SAT, and/or ACCUPLACER/COMPASS.	States that include participation *or* performance 1. Alabama[e] 8. Idaho[l] 2. Alaska[f] 9. Illinois[m] 3. Arkansas[g] 10. Kentucky[n] 4. Colorado[h] 11. Louisiana[o] 5. Florida[i] 12. Nevada[p] 6. Georgia[j] 13. Oklahoma[q] 7. Hawaii[k] 14. South Dakota[r] States that include participation *and* performance 15. New Mexico[s] 16. Wisconsin[t] 17. Ohio[u]
Advanced Placement participation and/or performance.	States that include performance *and* participation 1. Arkansas[v] 6. Louisiana[aa] 2. Florida[w] 7. Nevada[bb] 3. Georgia[x] 8. New Mexico[cc] 4. Idaho[y] 9. Oklahoma[dd] 5. Illinois[z] States that include performance *only* 10. Alabama[ee] 11. Indiana[ff] 12. Maryland[gg]
Dual enrollment participation and/or completion.	1. Alabama[hh] 6. Illinois[mm] 2. Florida[ii] 7. Louisiana[nn] 3. Georgia[jj] 8. Nevada[oo] 4. Idaho[kk] 9. New Mexico[pp] 5. Indiana[ll] 10. Oklahoma[qq]
Evidence of rigorous course offerings, including the availability of Advanced Placement, International Baccalaureate, or college-credit courses.	1. Georgia[rr] 2. Pennsylvania[ss]
Number/percentage of advanced diplomas awarded.	1. Louisiana[tt] 2. Nevada[uu]
Percentage of students who receive industry certifications.	1. Alabama[vv] 6. Kentucky[aaa] 2. Florida[ww] 7. Maryland[bbb] 3. Georgia[xx] 8. New Mexico[ccc] 4. Illinois[yy] 9. Oklahoma[ddd] 5. Indiana[zz]

Postsecondary Education Indicators

2. Performance of Student Subgroups

In addition to measuring the overall number of students who graduate from high school ready for college and a career, accountability systems should ensure that a school's overall performance within each indicator does not mask the specific performance of traditionally underserved students. States need to structure their accountability systems in manners that allow the systems to report and provide support when a student subgroup misses a performance target. This information should then trigger an intervention to address the root cause of the low performance or gap in performance between the student subgroup and the overall student population.

As they are currently structured, state accountability indices may not trigger intervention when there is low subgroup performance. This is because states either do not include individual student subgroups among each of the indicators that make up their indices or do not attribute them enough weight to trigger an intervention independently from other indicators.[6]

For example, seventeen states[7] include individual student subgroup performance in only one indicator within their indices, calling into question whether a low-performing subgroup will be identified and receive the support needed to improve. Specifically, states include different indicators within their indices, such as achievement, growth, gap closure, and college and career readiness. The performance of individual student subgroups, however, may be calculated only as part of one of these indicators. In seven states,[8] for example, student subgroups are included in the indicator for gap closure, but not in the state's other indicators. As a result, the performance of student subgroups is not attributed sufficient weight in order to trigger a response within the system.

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[6] For example, high school graduation rates comprise 16.66 percent of Michigan's accountability scorecard. Each individual student subgroup graduation rate constitutes one-eleventh of this 16.66 percent (1.5 percent of the overall index) and therefore does not carry sufficient weight to trigger improvement actions on its own (Michigan Department of Education, "ESEA Flexibility Request" (Lansing, MI: Author, 2014), 58–59, 62–63, 132–36, http://www2.ed.gov/policy/eseaflex/approved-requests/miamendreq822.pdf (accessed January 7, 2015). Minnesota's accountability index allocates 25 percent to graduation rates. Each individual student subgroup graduation rate constitutes one-ninth of the 25 percent (2.8 percent of the overall accountability index) and therefore does not carry sufficient weight to trigger improvement actions on its own. Minnesota identifies seven student subgroups in addition to the "white" and "all students" groups, for a total of nine individual graduation rates. Minnesota Department of Education, "ESEA Flexibility Request" (Roseville, MN: Author, 2012), 91, 122–124, http://www2.ed.gov/policy/eseaflex/approved-requests/mn2extreq82014.doc (accessed January 7, 2015). Nevada's accountability index allocates 30 percent to the graduation rate: 15 percent is based on the overall graduation rate and the other 15 percent is based on subgroup graduation rate gaps. However, this is limited to the three student subgroups identified above. Nevada Department of Education, "ESEA Flexibility Request," (Carson City, NV: Author, 2014), 53, 63, 65, 119, http://www2.ed.gov/policy/eseaflex/approved-requests/nvrequest712014.pdf (accessed January 7, 2015).2 New Jersey, North Carolina, Puerto Rico, and California Office to Reform Education do not use an "index" within their accountability systems.

[7] Alabama, Hawaii, Kansas, Kentucky, Maryland, Pennsylvania, and Wisconsin consider gap closure. In Maryland the gap closure represents the decrease between the highest-performing and the lowest-performing subgroups in the content area (Maryland State Department of Education email message to Alliance for Excellent Education, January 16, 2015). Alaska, Arizona, Florida, Idaho, Mississippi, New Mexico, and Utah consider subgroup growth. Louisiana considers subgroup graduation rate. Pennsylvania uses "closing the achievement gap" for historically underperforming students as a subgroup measure in the state accountability system. The historically underperforming student group is a non-duplicated count of students with disabilities with an individualized education plan (IEP), students who are English language learners (ELL), and economically disadvantaged students. This is done for each tested subject. New York and South Dakota consider subgroup target achievement. Schools and districts earn full credit for students scoring proficient and above (i.e., distinguished). Kentucky uses student subgroup information as part of the accountability index. Kentucky creates a non-duplicated gap group that includes subgroup information. These data are then counted as part of the schools accountability index referred to as the "overall score." The waiver renewal application that Kentucky will submit to ED in 2015 will add specific individual student subgroups to the overall score by setting targets for reducing "novice scores" (the lowest score group) over time. See Kentucky Department of Education, "Kentucky ESEA Flexibility Request: Final Submission," 47.

[8] Alabama considers graduation rate gap closure. Hawaii, Kansas, Kentucky, and Pennsylvania consider achievement gap closure. Maryland considers achievement, graduation, and dropout gap closure. Wisconsin considers achievement and graduation rate gap closure, where graduation rate gap closure is an average of the four-year and six-year rates.

ED Guidance Addresses Individual Student Subgroup Performance Under Waiver Policy

Fortunately, ED recently released guidance that includes policy to ensure that low student subgroup performance triggers intervention regardless of the structure of the state's accountability system.

According to ED's guidance, a state must ensure that all schools are accountable for the performance of all student subgroups. States must include a clear and rigorous process for ensuring that districts provide interventions and supports for low-achieving students in all Title I schools (not already identified as the lowest performing or with the greatest gaps) when one or more subgroups miss either achievement or graduation rate targets or both over a defined number of years. Furthermore, within each state, a school may not receive the highest rating in the state's accountability system if significant achievement or graduation rate gaps across student subgroups are not closing within the school.

While ED's guidance addresses the issue of masking student subgroup performance within an index, it does not address the limitations of using an index. In designing an accountability and improvement system, states should use college- and career-ready indicators—including postsecondary education outcomes such as entry, persistence, and completion—and the performance of individual student subgroups. Most importantly, they should use these indicators in a manner that provides the greatest transparency and the ability for timely intervention when performance on an indicator—for all students and when disaggregated by subgroup—demonstrates the need for support. States can accomplish this by using a data dashboard as described in the main body of this paper on pages 1–9.

Using Student Super Subgroups Can Mask Individual Student Subgroup Performance

The use of student "super subgroups" is another issue related to the inclusion of student subgroups within accountability systems under NCLB waivers. Just as an index can mask the performance of individual indicators, super subgroups can mask the performance of individual subgroups. Super subgroups exist in states that use an accountability index as well as in states that do not. Twenty-four of the forty-five states and territories with approved waivers incorporate student super subgroups into their accountability systems. The composition of these super subgroups varies depending upon the state or territory. For example, some states and territories incorporate the lowest-performing quartile of students as compared to the highest-performing quartile, while others combine individual subgroups, such as students with disabilities, English language learners, and African American students, into one super subgroup.

As previously stated, the concern with using a student super subgroup in an index is that the overall performance of a super subgroup could improve without all of the individual student subgroups improving as well. The gain in overall performance could result from gains made by one subgroup within the super subgroup, while the performance of the other subgroups remains the same or even declines.

Although one of the purposes of a student super subgroup is to capture more students in cases where the number of students in an individual subgroup is relatively small, there is an alternative method to using a super subgroup.

In the current system, each state sets the minimum number of students a subgroup must have for a school to report that subgroup's performance (referred to as the "n-size"). This is intended to protect the identity of students in schools where only a small number of students occupy a particular subgroup, and reporting data on that subgroup could reveal personally identifiable information about individual students. Fifteen states with approved waivers set an n-size of thirty students and five states set it at forty or more students. Rather than create a super subgroup to capture smaller subgroups, states can achieve a similar result by lowering the n-size required to report a group's performance. For example, Massachusetts was able to hold 100 additional schools accountable for subgroup performance by lowering its n-size.

States should continually assess whether lowering the n-size and, where applicable, eliminating the use of super subgroups, would more likely reveal student subgroup performance.

Table 1 Endnotes

a Source: Hawaii Department of Education, "ESEA Flexibility Request for Window 3" (Honolulu, HI: Author, 2013), 57, http://www2.ed.gov/policy/eseaflex/approved-requests/hiapproverequest.pdf (accessed January 7, 2015).

b Source: Maryland State Department of Education, "ESEA Flexibility Request," (Baltimore, MD: Author, 2014), 78–79 http://www2.ed.gov/policy/eseaflex/approved-requests/mdrequest71214.doc (accessed January 7, 2015).

c Source: Georgia Department of Education, "ESEA Flexibility Request Attachments," (Atlanta, GA: Author, 2014), 2, http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/2015%20CCRPI%20Indicators%2008.21.14%20FINAL.pdf (accessed January 7, 2015).

d Source: Nevada Department of Education, "ESEA Flexibility Request," 66.

e Note: Alabama considers the ACT.
   Source: Alabama Department of Education, "ESEA Flexibility Request," (Montgomery, AL: Author, 2013), 50–54, http://www2.ed.gov/policy/eseaflex/approved-requests/alapprovalreq.pdf (accessed January 7, 2015) and Alabama Department of Education, "ESEA Flexibility Request Attachments," Attachment 36, 397.

f Note: Alaska considers ACT and SAT scores but does not include ACT/SAT participation.
   Source: Alaska Department of Education and Early Development, "ESEA Flexibility Request," (Juneau: AK: Author 2013), 59–60, http://www2.ed.gov/policy/eseaflex/approved-requests/ak1.pdf (accessed January 7, 2015).

g Note: Arkansas considers ACT performance but does not include ACT participation.
   Source: Arkansas Department of Education, "ESEA Flexibility Request," (Little Rock, AK: Author, 2014), 57, http://www2.ed.gov/policy/eseaflex/approved-requests/arreqamend712014.pdf (accessed January 7, 2015).

h Note: Colorado considers ACT performance but does not include ACT participation.
   Source: Colorado Department of Education, "ESEA Flexibility Request" (Denver, CO: Author, 2012), 58, http://www2.ed.gov/policy/eseaflex/approved-requests/co_amend121912.pdf (accessed January 7, 2015).

i Note: Florida considers ACT, SAT, or other common placement test but does not include participation for any of these measures.
   Source: Florida Department of Education, "ESEA Flexibility Request," (Tallahassee, FL: Author, 2014), 53, http://www2.ed.gov/policy/eseaflex/approved-requests/fl2extreq814.pdf (accessed January 7, 2015).

j Note: Georgia's list of indicators is available at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/2015%20CCRPI%20Indicators%2008.21.14%20FINAL.pdf. The indicators include ACT, SAT, and COMPASS performance but does not include participation on any of these measures.
   Source: Georgia Department of Education, "ESEA Flexibility Request Attachments," 2.

k Note: Hawaii considers ACT performance but does not include ACT participation.
   Source: Hawaii Department of Education, "ESEA Flexibility Request for Window 3", 57.

l Note: Idaho considers ACT performance but does not include ACT participation.
   Source: Idaho State Department of Education, "ESEA Flexibility Request," (Boise, ID; Author, 2014), 73–74, http://www2.ed.gov/policy/eseaflex/approved-requests/idrequest71214.doc (accessed January 7, 2015).

m Note: Illinois considers the percentage of students meeting ACT College Readiness Benchmarks.
   Source: Illinois State Board of Education, "ESEA Flexibility Request," (Springfield, IL: Author, 2014), 48, http://www2.ed.gov/policy/eseaflex/secretary-letters/ilrequest42014.doc (accessed January 7, 2015).

n Note: Kentucky considers ACT, COMPASS, and KYOTE performance but does not include participation on any of these measures.
   Source: Kentucky Department of Education, "Kentucky ESEA Flexibility Request: Final Submission" (Frankfort, KY: Author, 2014), 45, 51, http://www2.ed.gov/policy/eseaflex/approved-requests/ky2reqamend814.pdf (accessed January 7, 2015).

o Note: Louisiana considers ACT performance but does not include ACT participation. Every student (with the exception of those with significant cognitive disabilities) is required to take the ACT by the end of his/her junior year. If a student does not participate, he/she counts as a zero.
   Source: Louisiana Department of Education, "ESEA Flexibility Request," (Baton Rouge, LA: Author), 59–61, http://www2.ed.gov/policy/eseaflex/approved-requests/laamendreq1282014.pdf (accessed January 7, 2015).

p Note: Nevada considers ACT/SAT participation.
   Source: Nevada Department of Education, "ESEA Flexibility Request, 66.

q Note: Oklahoma schools receive bonus points for all measures of college and career readiness. Oklahoma considers ACT/SAT performance but does not include ACT/SAT participation.
   Source: Oklahoma State Department of Education, "ESEA Flexibility Request," (Oklahoma City, OK: Author, 2014), 39–40, http://www2.ed.gov/policy/eseaflex/approved-requests/okapp11212014.pdf (accessed January 7, 2015).

r Note: South Dakota considers ACT performance but does not include participation. By 2016, South Dakota will consider ACCUPLACER performance as well.
   Source: South Dakota Department of Education, "ESEA Flexibility Request," (Pierre, SD: Author, 2014), 52–53, http://www2.ed.gov/policy/eseaflex/approved-requests/sdreqamend712014.pdf (accessed January 7, 2015).

s Note: New Mexico considers ACT/PSAT performance and participation.
   Source: New Mexico Public Education Department, "ESEA Flexibility Request," (Santa Fe, NM: Author, 2014), 17, 37 http://www2.ed.gov/policy/eseaflex/approved-requests/nmreq2014.doc (accessed January 7, 2015).

t Note: Wisconsin considers ACT performance and participation.
   Source: Wisconsin Department of Public Instruction, "ESEA Flexibility Request," (Madison, WI: Author, 2014), 68–70, http://www2.ed.gov/policy/eseaflex/approved-requests/wi2amend814.pdf (accessed January 7, 2015).

u Note: Ohio considers ACT performance and participation; however, all college- and career-ready indicators are for reporting purposes only, including performance and participation on college admissions tests, dual enrollment credits, industry credentials, honors diplomas, Advanced Placement/International Baccalaureate participation and performance, and college- and career-ready assessment.
   Source: Ohio Department of Education, "ESEA Flexibility Request," (Columbus, OH: Author, 2014), 53, http://www2.ed.gov/policy/eseaflex/approved-requests/oh2amendreq814.pdf (accessed January 7, 2015).

v Source: Arkansas Department of Education, "ESEA Flexibility Request," 57.

w Source: Florida Department of Education, "ESEA Flexibility Request," 53.

x Source: Georgia Department of Education, "ESEA Flexibility Request Attachments," 2.

y Source: Idaho State Department of Education, "ESEA Flexibility Request," 74–75.

z Note: Illinois awards schools with bonus points for meeting "context targets." Context targets include the percentage of students scoring a 3 or higher on Advanced Placement or International Baccalaureate exams.
   Source: Illinois State Board of Education, "ESEA Flexibility Request,"48–49.

aa Source: Louisiana Department of Education, "ESEA Flexibility Request," 59–62. See also, Louisiana's updated graduation index in "Bulletin 111", section 613, pg. 7, available at http://doa.louisiana.gov/osr/lac/28v83/28v83.doc.

bb Source: Nevada Department of Education, "ESEA Flexibility Request", 66.

cc Source: New Mexico Public Education Department, "ESEA Flexibility Request", 17, 37.

dd Source: Oklahoma State Department of Education, "ESEA Flexibility Request," 40, 42.

ee Note: Within Alabama's index, the college- and career-ready indicator measures the preparedness of students for college and a career upon exiting Alabama's K–12 school system. Alabama defines a college- and career-ready student as one who earns at least one of the following: (1) benchmark scores on the reading and math sections of the ACT test; (2) qualifying score on an Advanced Placement or International Baccalaureate exam; (3) approved transcripted college or postsecondary credit while in high school; (4) benchmark level on the ACT WorkKeys; or (5) approved industry credential.
   Source: Alabama Department of Education, "ESEA Flexibility Request," 54.

ff Source: Indiana Department of Education, "ESEA Flexibility Request," (Indianapolis, IN: Author, 2014), 172 http://www2.ed.gov/policy/eseaflex/approved-requests/in3.doc (accessed January 7, 2015).

gg Source: Maryland State Department of Education, "ESEA Flexibility Request," 78–79.

hh Note: Alabama includes the rate of student passage of dual enrollment courses.
Source: Alabama Department of Education email message to Alliance for
Excellent Education, January 9, 2015.

ii Source: Florida Department of Education, "ESEA Flexibility Request," 53.

jj Source: Georgia Department of Education email message to Alliance for
Excellence Education, January 14, 2015.

kk Source: Idaho State Department of Education, "ESEA Flexibility Request," 73–74.

ll Source: Indiana Department of Education, "ESEA Flexibility Request," 172.

mm Note: Illinois awards schools with bonus points for meeting "context targets."
Context targets include the percentage of students taking dual-credit or
honors courses.
Source: Illinois State Board of Education, "ESEA Flexibility Request,"48–49.

nn Source: Louisiana Department of Education, "ESEA Flexibility Request," 62.

oo Note: Nevada includes dual enrollment participation in its Advanced Placement
proficiency calculation. One college credit earned also is included.
Source: Nevada Department of Education, "ESEA Flexibility Request," 65–66.

pp Source: New Mexico Public Education Department, "ESEA Flexibility Request", 17, 37.

qq Source: Oklahoma State Department of Education, "ESEA Flexibility Request," 40.

rr Source: Georgia Department of Education email to Alliance for Excellent
Education, January 14, 2015.

ss Note: Pennsylvania provides a score for schools that offer one Advanced
Placement, International Baccalaureate, or college-credit course in each of the
four core academic areas.
Source: Pennsylvania Department of Education, "ESEA Flexibility Request,"
(Harrisburg, PA: Author, 2013) 36–38, 41 http://www2.ed.gov/policy/eseaflex/
approved-requests/pareq82013.pdf (accessed January 7, 2015).

tt Source: Louisiana Department of Education, "ESEA Flexibility Request," 62.

uu Source: Nevada Department of Education, "ESEA Flexibility Request," 65.

vv Note: Within Alabama's index, the college- and career-ready indicator measures
the preparedness of students for college and a career upon exiting Alabama's
K–12 school system. Alabama defines a college- and career-ready student as one
who earns at least one of the following: (1) benchmark scores on the reading and
math sections of the ACT test; (2) qualifying score on an Advanced Placement
or International Baccalaureate exam; (3) approved transcripted college or
postsecondary credit while in high school; (4) benchmark level on the ACT
WorkKeys; or (5) approved industry credential.
Source: Alabama Department of Education, "ESEA Flexibility Request," 54.

ww Source: Florida Department of Education, "ESEA Flexibility Request," 53.

xx Source: Georgia Department of Education, "ESEA Flexibility Request Attachments," 2.

yy Source: Illinois State Board of Education, "ESEA Flexibility Request," (Springfield,
IL: Author, 2014), 48, http://www2.ed.gov/policy/eseaflex/secretary-letters/
ilrequest42014.doc (accessed January 7, 2015)

zz Source: Indiana Department of Education, "ESEA Flexibility Request," 172.

aaa Source: Kentucky Department of Education, "Kentucky ESEA Flexibility Request:
Final Submission," 51.

bbb Note: Maryland's accountability measure in college and career technology is
for career concentrators—those students who have completed either two or three
courses in the program (Maryland State Department of Education email message
to Alliance for Excellent Education, January 16, 2015).
Source: Maryland State Department of Education, "ESEA Flexibility Request," 78–79.

ccc Source: New Mexico Public Education Department, "ESEA Flexibility Request", 17, 37.

ddd Source: Oklahoma State Department of Education, "ESEA Flexibility Request," 40.

Appendix B

Monroe County Schools CCRPI Balanced Scorecard
2012–13

	Indicators	Description of Performance Target	Target	2011–12	2012–13	2013–14
Strategic Objective #1: Attaining High Academic Achievement and Success	SO #1-1	% Students Scoring at Meets/Exceeds in ELA (part. rate ≥ 95% on all assessments)	Target ≥ 90%	94%	96%	
	SO #1-2	% Students Scoring at Meets/Exceeds in Reading	Target ≥ 90%	94%	98%	
	SO #1-3	% Students Scoring at Meets/Exceeds in Mathematics	Target ≥ 90%	89%	94%	
	SO #1-4	% Students Scoring at Meets/Exceeds in Social Studies	Target ≥ 85%	84%	90%	
	SO #1-5	% Students Scoring at Meets/Exceeds in Science	Target ≥ 80%	84%	88%	
	SO #1-6	% of CRCT Assessments Scoring at the Exceeds Level	Baseline	38%	45%	
	SO #1-7	% Students Scoring at Meets/Exceeds on Grade 5 Writing Exam	Target ≥ 75%	77%	72%	
	SO #1-8	% Students in Grade 3 Achieving a Lexile Score > 650	Baseline	62%	75%	
	SO #1-9	% Students in Grade 5 Achieving a Lexile score > 850	Baseline	68%	66%	
	SO #1-10	% EL Students with Positive Performance Band Movement	Baseline	84%	36%	
	SO #1-11	% SWD served in general education environments > 80% of the School Day	> 80%	85%	85%	
	SO #1-12	% Students Scoring at Meets/Exceeds in ELA (part. rate ≥ 95% on all assessments)	≥ 90%	95%	94%	
	SO #1-13	% Students Scoring at Meets/Exceeds in Reading	≥ 90%	96%	96%	
	SO #1-14	% Students Scoring at Meets/Exceeds in Mathematics	≥ 90%	87%	90%	
	SO #1-15	% Students Scoring at Meets/Exceeds in Social Studies	≥ 85%	89%	85%	
	SO #1-16	% Students Scoring at Meets/Exceeds in Science	≥ 80%	84%	82%	
	SO #1-17	% of CRCT Assessments Scoring at the Exceeds Level	Baseline	37%	41%	
	SO #1-18	% Students Scoring at Meets/Exceeds on Grade 8 Writing Assessment	≥ 85%	87%	87%	
	SO #1-19	% Students in Grade 8 Achieving a Lexile Score ≥ 1050	Baseline	82%	78%	
	SO #1-20	% Students in Grade 8 passing at least four courses in content areas	Baseline	89%	71%	
	SO #1-21	% EL Students with Positive Performance Band Movement	Baseline	75%	0	
	SO #1-22	% SWD served in general education environments > 80% of the School Day	> 80%	90%	84%	
	SO #1-23	4 Year Cohort Graduation Rate %	80%	79%	80%	
	SO #1-24	5 Year Extended Cohort Graduation Rate %	Baseline	TBD	TBD	
	SO #1-25	% Students Scoring Meets or Exceeds 9th Grade Lit. EOCT	≥ 90%	89%	88%	
	SO #1-26	% Students Scoring Meets or Exceeds on Amer. Lit. EOCT	≥ 90%	90%	93%	
	SO #1-27	% Students Scoring Meets or Exceeds on Coordinator Alg. EOCT	≥ 75%	NA	34%	
	SO #1-28	% Students Scoring Meets or Exceeds on Math II EOCT	≥ 75%	65%	64%	
	SO #1-29	% Students Scoring Meets or Exceeds on Phys. Sc. EOCT	≥ 80%	85%	86%	
	SO #1-30	% Students Scoring Meets or Exceeds on Biology EOCT	≥ 80%	79%	74%	
	SO #1-31	% Students Scoring Meets or Exceeds on US History EOCT	≥ 85%	84%	83%	
	SO #1-32	% Students Scoring Meets or Exceeds on Economics EOCT	Baseline	NA	89%	
	SO #1-33	% of Students Achieving Lexile Score ≥ 1350 on the Am. Lit EOCT	Baseline	29%	TBD	
	SO #1-34	% Graduates Completing a CTAE pathway, Adv. Aca. Pathway, or a FA Pathway	Baseline	TBD	TBD	
	SO #1-35	% of CTAE PSA TT's Earning a Nat. Ind. Recognized Cred. or Passing Score on a GDOE Recognized End of Pathway Assess.	Baseline	NA	TBD	
	SO #1-36	% Grads Entering TCS, GTC, or USGC not Req. Remediation or Meeting Testing Req.	Baseline	62%	TBD	
	SO #1-37	% Graduates Earning HS Credit for Accelerated Enrollment	Baseline	40%	TBD	
	SO #1-38	% Graduates Earning 2 or More HS Credits in Same World Language	Baseline	NA	TBD	
	SO #1-39	% of EOCT Assessments Scoring at the Exceeds Level	Baseline	33%	TBD	
	SO #1-40	% Students Scoring Meets or Exceeds on the GHSWT	≥ 90	98%	TBD	
	SO #1-41	% Graduates Successfully Completing 1 or More Advanced Placement Courses	Baseline	TBD	TBD	
	SO #1-42	GAPSS Evaluation Score for Curriculum	≥ 3	3.1	3.43	
	SO #1-43	GAPSS Evaluation Score for Assessment	≥ 3	3.2	3.1	
	SO #1-44	GAPSS Evaluation Score for Instruction	≥ 3	2.9	3	
Strategic Objective #2: Developing Organizational Effectiveness	SO #2-1	GAPSS Evaluation Score for Leadership	≥ 3	3.40	3.5	
	SO #2-2	GAPSS Evaluation Score for Planning/Organization	≥ 3	NA	0.356	
	SO #2-3	# of Staff Injury Reports for Fiscal Year 11–12 (July–June)	Baseline	89	56	
	SO #2-4	% of Student Schedules Accurate on the 1st day of school	≥ 95%	75%	98%	
	SO #2-5	% New Teacher Retention after 3 years	Baseline	54%	76%	
	SO #2-6	School Facilities Inspection Scores- Avg. Score Fall/Spring	≥ 93%	98	98	
	SO #2-7	Student Handbook Completed by April 30th	Yes/No	No	Y	
	SO #2-8	Paid School Lunch Participation %	≥ 59 %	64%	54.7	
	SO #2-9	% Students with Access to Personal Learning Devices	Baseline	TBD	28 (5)	
	SO #2-10	% Students Accessing Blended Learning Opportunities	Baseline	9%	73%	
	SO #2-11	% Classroom Websites Updated Bi-Monthly	Baseline	NA	33	
	SO #2-12	% Classrooms with Full Capacity Internet Access	≥ 50%	100%	100%	
	SO #2-13	School Safety Plan updated, reviewed and approved by GEMA by July 31st	Yes/No	No	Y	

	Indicators	Description of Performance Target	Target	2011–12	2012–13	2013–14
Strategic Objective #3: Ensuring Student/Stakeholder Engagement and Loyalty	SO #3- 1	Student Attendance Rate, % present 160 or more days	Baseline	96.60%	95%	
	SO #3- 2	% Students Completing 2 or more state defined CII's by the end of grade 8	Baseline	98%	100%	
	SO #3- 3	% Students with a complete IGP by the end of grade 8	Baseline	99%	100%	
	SO #3- 4	GAPSS Evaluation Score for SPFC	≥ 3	3.3	3.2	
	SO #3- 5	# Community Business Partners (includes duplicates)	≥ 150	202	236	
	SO #3- 6	# Hours of Non-Instructional Parent Volunteer Work	Baseline	15,101.00	16,899	
	SO #3- 7	# Hours of Instructional Parent Volunteer Work	Baseline	5,820	1,697	
	SO #3- 8	# Parents Trained for Classroom Instruction	Baseline	NA	42	
	SO #3- 9	% Students Involved in Co-Curricular Activities/Organizations/Clubs	Baseline	TBD	45%	
	SO #3- 10	Staff/Student/Parent Survey on School Safety- Avg. Score	≥ 85%	NA	93%	
	SO #3- 11	Staff/Student/Parent Survey on School Quality- Avg. Score	≥ 85%	NA	93%	
	SO #3- 12	% Certified Staff Absent for More Than 3 Days for PL	Baseline	TBD	64/309 = 20.7%	
	SO #3- 13	% Certified Staff present for at least 95% of scheduled work days	Baseline	TBD	96.50%	
Strategic Objective #4: Ensuring High Quality Professional Learning	SO #4- 1	GAPSS Evaluation Score for Professional Learning	≥ 3	NA	3.37	
	SO #4- 2	% Certified Staff Participating in Professional Learning Week	≥ 75%	57%	55%	
	SO #4- 3	Total # Teachers Completing AFL Training	Baseline	106	143	
	SO #4- 4	% Staff CPR Trained	≥ 10%	17.3%	48.90%	
	SO #4- 5	% Classified Staff Trained in Five-Star Service	≥ 50%	21%	TBD	

- College and Career Readiness Performance Indicators—Elementary
- College and Career Readiness Performance Indicators—Middle
- College and Career Readiness Performance Indicators—High
- Georgia Assessment of Performance on School Standards (GAPSS) Targets
- Locally Developed Targets

Appendix C

2012–13 School Progress Report for the School District of Philadelphia

A. Philip Randolph Career and Technical High School

Address:	2901 Henry Ave. Philadelphia, PA 19129	Grade Range:	9–12
		Comprehensive CTE:	Yes
Phone / Fax:	215.227.4407 / 215.227.8655	Admissions Category:	Citywide
Website:	www.philasd.org/schools/randolph	Turnaround Model:	N/A

Welcome

The School Progress Report (SPR) provides parents, families, and community members with valuable information on the progress schools are making towards District-wide goals. Each school receives a score and a corresponding performance tier at the overall and domain levels. Each school also receives two rankings: one within all schools of the same grade configuration (City Rank) and one within a peer group of schools with similar student demographics (Peer Rank). A school is designated a City Leader if it ranks first among all schools with the same grade configuration. A school is designated a Peer Leader if it ranks first in its peer group.

Scoring Summary

TIER: ■□□□ Intervene (0–24%)   □■□□ Watch (25–49%)   □□■□ Reinforce (50–74%)   □□□■ Model (75–100%)

	Score	Performance Tier	City Rank (Gap to Leader)	Peer Rank (Gap to Leader)
OVERALL A school's overall score represents its combined performance on the Achievement, Progress, Climate, and College & Career (for high schools only) domains.	21%	■□□□ INTERVENE	31st of 53 (-75)	11th of 12 (-40)
Achievement The Achievement domain measures performance on standardized assessments, including the DRA, PSSA, Keystone Exams, and ACCESS for ELLs.	2%	■□□□ INTERVENE	46th of 53 (-96)	12th of 12 (-34)
Progress The Progress domain measures growth on standardized assessments and progress towards graduation (for high schools only).	22%	■□□□ INTERVENE	31st of 53 (-75)	11th of 12 (-51)
Climate The Climate domain measures student engagement and school climate.	29%	□■□□ WATCH	34th of 54 (-71)	11th of 12 (-56)
College & Career The College & Career domain measures college and career readiness and postsecondary outcomes.	59%	□□■□ REINFORCE	23rd of 53 (-41)	9th of 12 (-30)

Coming in 2014–15

Equity
The Equity domain will measure growth on standardized assessments for the lowest performers in a school.

Educator Effectiveness
The Educator Effectiveness domain will measure the effectiveness of school staff.

Stakeholder Feedback
The Stakeholder Feedback domain will measure the engagement and satisfaction of parents, students, and teachers using feedback from the District-wide Surveys.