The Future Ready PA Index
Public Facing School Accountability Report

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What is the Future Ready PA Index?

The Future Ready PA Index is the Department of Education’s solution to establish a more comprehensive measure that values schools’ efforts to help all students learn, grow, and succeed in the classroom and beyond:

- A more holistic tool for communities to measure school success, less reliant on point-in-time standardized test scores.
- A more comprehensive measure that values schools’ efforts to help all students learn, grow, and succeed in the classroom and beyond.

The Future Ready PA Index displays multiple indicators in a dashboard format:

- Maximizes transparency of performance on individual measures
- Identifies values at the community level, not the state policy level
Requirements of ESSA

Each state is required to:

- Develop a system of accountability
  - Identify schools in need of improvement
  - Provide supports and technical assistance to help those schools improve
- Pay particular attention to specific student groups of historically underperforming students
  - Ensure these students have access to equal educational opportunity
  - Collect and report data on academic and other measures of student success, disaggregated by student group
  - Require that achievement gaps be closed
- Provide easily accessible and transparent reporting of school and LEA data and accountability to parents, families, and communities

Student Groups

- Economically Disadvantaged
- English Learners
- Students with Disabilities
- Racial/Ethnic Groups
  - Asian
  - Black
  - Hispanic
  - Multi Racial
  - Native American/Alaskan Native
  - Native Hawaiian or other Pacific Islander
  - White
ESSA Wins for Pennsylvania Students

• 20 percent reduction in PSSA testing time in Spring 2018; testing window pushed back in Spring 2019

• Introduction of Future Ready PA Index as new public facing school progress report

• Increased attention to academic growth in identification of schools in need of improvement

• Expanded use of valid, non-academic measures of school success
  o Career readiness
  o Chronic absenteeism

Search and Compare

Expanded “Search” provides the opportunity to search for and compare results of “similar schools” defined by the user

“Compare” up to eight (8) schools in one scrolling chart
Accountability Indicators

- **State Assessment Measures**
  - Percent Proficient/Advanced on PSSA/Keystone Exam
  - Meeting Annual Growth Expectations (PVAAS)
  - Percent Advanced on PSSA/Keystone Exam

- **On-Track Measures**
  - English Language Proficiency
  - Regular Attendance
  - Grade 3 Reading/Grade 7 Mathematics Early Indicators

- **College and Career Measures**
  - Graduation Rate
  - Career Standards Benchmark
  - Percent Advanced on NOCTI/NIMS
  - Industry Based Learning
  - Rigorous Courses of Study
  - Post-Secondary Transitions

Accountability Reporting Under ESSA

**Percent Proficient/Advanced on PSSA/Keystone**
- Includes PASA results
- Adjusted for participation rates below 95%

**Regular Attendance**
- The reported inverse of Chronic Absenteeism
- The same data set as ADM/ADR, calculated at the student level
- The number of students who are enrolled in an LEA for 60 or more days and have missed more than 10 percent of school days for which they were enrolled across that academic year
Accountability Reporting Under ESSA

Graduation Rate
- Identified at less than 67%

Career Standards Benchmark
- By the end of grade 5, the student has a career portfolio containing six or more pieces of evidence collected in the K-5 grade band that validate that all four strands of the CEW Standards have been addressed.

- By the end grade 8, the student has a career portfolio containing the K-5 grade band evidence and an additional six pieces of evidence collected in the 6-8 grade band that validate all four strands of the CEW Standards have been addressed. One of the pieces of evidence for the 6-8 grade band must be the student’s individualized career plan.

- By the end of grade 11, the student has a career portfolio containing the K-5 and 6-8 grade band evidence and an additional eight pieces of evidence collected in the 9-11 grade band that validates all four strands of the CEW Standards have been addressed. At least two of pieces of evidence for the 9-11 grade band must demonstrate implementation of the student’s individualized career plan.

Elements of the Display

- School Performance
- Statewide Average
- Statewide Goal
Performance Designations

Select a set of measures to get started

Key for Progress Measures

- Exceeds Statewide Goal
- Meets or Exceeds Intermediate Target
- Not Meeting Statewide Goal/Intermediate Target

Key for Current and Previous Performance Comparison
- Increase in Performance from the Previous Year
- Maintained the Same Performance from the Previous Year
- Decrease in Performance from the Previous Year

IS: Insufficient Sample  N.A.: Not Applicable

Color coding and arrows provide information about school progress.

School Landing Page

Select a set of measures to get started

Lincoln SHS

Customize

School Performance

Online Mathematics

College and Career Measures

School Performance

Online Mathematics

College and Career Measures

Select a set of measures to get started

State Assessment Measures

Online Mathematics

College and Career Measures

Select a set of measures to get started

State Assessment Measures

Online Mathematics

College and Career Measures
All Student Group

Proficient or Advanced on Pennsylvania State Assessments

- English Language Arts: All Student Group Meets Interim Growth Improvement Target
  - Percent Proficient or Advanced: 60.0%
  - Statewide Average: 61.0%
  - Statewide 2015 Goal: 50.0%

- Mathematics: All Student Group Meets Interim Growth Improvement Target
  - Percent Proficient or Advanced: 50.4%
  - Statewide Average: 42.6%
  - Statewide 2015 Goal: 71.7%

- Science/Biology: All Student Group Meets Interim Growth Improvement Target
  - Percent Proficient or Advanced: 54.8%
  - Statewide Average: 64.8%
  - Statewide 2015 Goal: 85.0%

Student Group Breakdown

- All Student Group: 54.8%
- American Indian/Alaskan Native: 73.2%
- Asian: 66.6%
- Black: 63.1%
- Hispanic: 44.8%
- White: 43.8%
- 2 or More Races: 54.4%
- Economically Disadvantaged: 54.4%
- English Learner: 46.1%
- Student with Disabilities: 38.5%

Back to Measures
Accountability Indicator

Regular Attendance

All Student Group Meets Performance Standard

- Percent of Students with Regular Attendance: 85.2%
- Statewide Average: 81.3%
- Statewide Performance Standard: 88.2%

Informational indicator

Advanced on Industry-Based Competency Assessment
All Student Group

- Percent Advanced: NA
- Statewide Average for CTC or LEA: 8.7%

Student Group Breakdown
College/Career Readiness Indicator

Industry-Based Learning
All Student Group

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Industry-Based Learning</td>
<td>NA</td>
</tr>
<tr>
<td>CTC Statewide Average for CTC-14 USA</td>
<td>98.2%</td>
</tr>
<tr>
<td>Statewide Performance Standard</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Components of Indicator

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Scoring Competent or Advanced on NAEP/NMS</td>
<td>8.3%</td>
</tr>
<tr>
<td>Percent Earned Industry-Recognized Credential</td>
<td>8.3%</td>
</tr>
<tr>
<td>Percent Completed Work-based Learning Experience</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Student Group Breakdown

Demographic “Fast Facts”
Questions and Discussion

The mission of the Department is to academically prepare children and adults to succeed as productive citizens. The Department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.

Send Questions and Requests to: ra-edfuturereadypa@pa.gov