Commission on Innovation and Excellence in Education

Overview of Accountability and Student Performance in Maryland

October 31, 2016
Every Student Succeeds Act (ESSA)

- Signed into law on December 10, 2015
- Designed to create a long-term, stable federal policy Takes effect in the 2017-2018 school year
- Takes effect in the 2017-2018 school year
Substantive Changes
Federal v. State and Local Control in ESSA

Federal
- English Learners (ELs)
- Identification of Low-Performing Schools
- Testing Schedule

State and Local
- Accountability Goals
- Interventions and Support
- Assessment Options
- Standards
Key Elements of ESSA

- Accountability Plans, Goals, Systems
- Low Performing Schools Identification and Supports
- Assessment
- “Challenging” Academic Standards
- English-Language Learners - proficiency
- Students in Special Education
GOALS

ESSA requires states to...

- set “ambitious” long-term goals, and measurements of interim progress
- include goals on Academic Achievement, English Learner proficiency, and graduation
- determine goals based on proficiency
- determine timeline for long-term and interim goals
- demonstrate goals narrow achievement gaps
MULTIPLE MEASURES

**Indicators Elementary/Middle Schools**

- **Indicator**
  - Achievement

- **Indicator**
  - Progress/Growth

- **Indicator**
  - English Learner Proficiency

- **Indicator**
  - School Quality/Student Success

**Indicators High Schools**

- **Indicator**
  - Achievement

- **Indicator**
  - Graduation

- **Indicator**
  - English Learner Proficiency

- **Indicator**
  - School Quality/Student Success
Components of the Consolidated State Plan

- Consultation and Coordination
- Challenging Academic Standards and Assessments
- Accountability, Support, and Improvement for Schools
- Supporting Excellent Educators
- Supporting All Students
Guiding the Work

- ESSA External Stakeholder Committee
  - Includes representatives from the Governor’s Office, State Board of Education, Maryland Association of Boards of Education, LEAs - teachers, principals, local Superintendents, teacher associations, other school leaders, charter school leaders, parents, community-based organizations, civil rights organizations, institutions of higher education, employers, equity groups, and others.

- ESSA Internal Committee (MSDE)
- Seven ESSA Sub-Committees with stakeholder representation
Outreach and Timeline

- More than 52 meetings/focus groups seeking input since March with more planned including surveys and regional gatherings to seek input
- Discussions with the State Board monthly – focus has been mainly on Accountability System for Maryland
- First Draft planned for December 2016 – will share to gather input
- Planning for additional drafts in March and April 2017
- Submission of Plan – July 2017
Maryland’s Assessment Program

A tradition of high expectations and rigorous standards …

While consistently advancing student achievement
Maryland’s Assessment Program

- Quality Curriculum
- Targeted Instruction
- Rigorous Assessments
Maryland’s Assessment Program

Looking Back…
Looking Forward
From tests of Basic Skills…
To College & Career Ready
From a memorandum…

To Ellen,

I am very, very pleased with your work. Since you have been working here, our business has almost doubled, and you have handled the extra work load wonderfully.

I have only two suggestions to make things simpler for you and the rest of the crew.

1. Make a copy of the name lists before sending them to the Mailing Department. Keep this copy in your notebook for your own records.

2. After Bob sees each mailing, make sure he signs his name on each pink slip. File the slips each morning when you come in.

Again, I want to tell you how very pleased everyone here is with your work. We also enjoy your warm smiles and friendly words.

Barbara

8. What is the best statement of the main idea of this memorandum?

A. Ellen will be getting a promotion very soon.
B. Barbara and the rest of the crew think Ellen is very pleasant.
C. Barbara is pleased with Ellen’s work and has two suggestions to make it easier.
D. Ellen needs to learn to be more careful in her work.
67. Solve for P:

\[ P = S - C \]

\[ S = 0.75 \]
\[ C = 0.31 \]

A. 0.54  
B. 0.75  
C. 0.42  
D. 0.44  

68. A pizza that costs $10.00 is cut into 8 slices. About how much does each slice cost?

A. $18.00  
B. $ 1.00  
C. $10.00  
D. $ 2.00
60. Estimate the increase in average height from age 10 to age 20, in inches.

A. 70
B. 18
C. 25
D. 50
The functions $f(x) = 1 - x$ and $g(x) = \frac{0.11}{x^3}$ are defined for all values of $x > 0$. The graphs are shown in the coordinate plane.

**Part A**

Explain how you can use the graph to find the solution(s) of the equation $f(x) = g(x)$. In your answer, provide the approximate value(s) of the solution(s).

**Part B**

Write the value(s) of $f(x)$ when $x$ equals the solution(s) from Part A.

**Part C**

Let the function $h(x)$ be defined as $h(x) = f(x) - g(x)$.

What are the coordinates of the point(s) on the graph of $h(x)$ when $x$ equals the solution(s) from Part A? Explain your reasoning.
Today you will read a biography of Abigail Adams, and then you will read two examples of correspondence between Abigail and her husband, John Adams, who served as President of the United States from 1797 to 1801. As you read these texts, you will gather information and answer questions that will help you understand John and Abigail Adams’s relationship and opinions. When you are finished reading, you will write an analytical essay.

Now read a letter Abigail Adams wrote to her husband. Then answer the questions.

Letter to John Adams

Abigail Adams

Braintree

March 31, 1776

1. I wish you would ever write me a letter half as long as I write you, and tell me, if you may, where your fleet is gone; what sort of defense Virginia can make against our common enemy, whether it is so situated as to make an able defense. Are not the gentry lords, and the common people vassals? Are they not like the uncivilized vassals Britain represents us to be? I hope their riflemen, who have shown themselves very savage and even blood-thirsty, are not a specimen of the generality of the people. I am willing to allow the colony great merit for having produced a Washington—but they have been shamefully duped by a Dunmore.

2. I have sometimes been ready to think that the passion for liberty

Part A

Which two statements best summarize Abigail’s ideas regarding the occupation of Boston, based on the letter to her husband?

- A. Disease wiped out many of the residents of Boston during the occupation of their town.
- B. Many of the homes that were occupied in Boston were left in better condition than expected.
- C. It is likely that another town in the Colonies will be similarly occupied in the near future.
- D. Only the president’s and solicitor general’s homes were left unharmed by those who occupied Boston.
- E. The people of Boston do not know whether or not they should return to their homes.
- F. As long as citizens of other towns take steps to avoid what led to the occupation in Boston, they should be safe from a similar fate.

Part B

Choose two quotations that best support the answers in Part A.

- A. “I am fearful of the small-pox, or I should have been in before this time.” (paragraph 3)
- B. “I find it has been occupied by one of the doctors of a regiment...” (paragraph 3)
Today you will read a biography of Abigail Adams, and then you will read two examples of correspondence between Abigail and her husband, John Adams, who served as President of the United States from 1797 to 1801. As you read these texts, you will gather information and answer questions that will help you understand John and Abigail Adams’s relationship and opinions. When you are finished reading, you will write an analytical essay.

Both John and Abigail Adams believed strongly in freedom and independence. However, their letters suggest that each of them understood these terms differently based on their experiences.

Write an essay that explains their contrasting views on the concepts of freedom and independence. In your essay, make a claim about the idea of freedom and independence and how John and Abigail Adams added to that understanding and/or illustrate a misunderstanding of freedom and independence. Support your response with textual evidence and inferences drawn from all three sources.

Read the biography of Abigail Smith Adams. Then answer the questions.

Abigail Smith Adams (1744-1818)

1. Abigail Adams was more than just a First Lady. Adams was politically minded and often stood up for those who lacked power such as slaves, women, and the colonies.

2. Abigail Smith Adams was born in Massachusetts on November 11, 1744. She came from a prestigious family and was related to Thomas Sheppard and other Congregational ministers. Like other women of her era, she had no formal education, but was curious and worked hard to teach herself. She read any books that were available and became knowledgeable about a variety of subject matters most women never considered.

3. Abigail Smith married John Adams in 1764. He was a young Harvard graduate teaching school and trying to launch a career in
History of Statewide Testing in Maryland

MFTP
- Maryland Functional Testing Program
- Grades: 7-8, 9, 10 (citizenship), 11
- Content Areas:
  - Reading
  - Mathematics
  - Writing
  - Citizenship

MSPAP
- Maryland School Performance Assessment Program
- Grades: 3, 5, 8
- Content Areas:
  - Reading
  - Language Usage
  - Writing
  - Mathematics
  - Science
  - Social Studies

HSA
- High School Assessment
- Grades: 9-12
- Content Areas:
  - Algebra (through 2015)
  - English (through 2015)
  - Biology
  - Government

MSA
- Maryland School Assessment
- Grades: 3-8
- Content Areas:
  - Reading
  - Mathematics
  - Science

PARCC
- Partnership for Assessment of Readiness for College and Careers
- Grades: 3-8, High School end of course
- Content Areas:
  - Reading
  - Mathematics
  - Writing
  - Algebra I, II
  - Geometry (2016-17)
  - English 10
  - English 11 (2015-16)
  - English 9 (2016-17)
MARYLAND SCHOOL ASSESSMENT PROGRAM
2003-2014 TREND BY PERCENT PROFICIENT

ELEMENTARY AND MIDDLE SCHOOL

Common Core Aligned Curricula Implementation 2012-2014
Transition To PARCC Assessments 2013-2014
HIGH SCHOOL ASSESSMENTS
2004-2014 TREND
FIRST TIME TEST TAKERS BY PERCENT PASSING
MATHEMATICS BY PROFICIENCY - ALL STUDENTS

Year | Mathematics (E) | Mathematics (M) | Mathematics (E/M) | Algebra I
--- | --- | --- | --- | ---
2003 | 60 | 39.6 | 53 | 59.9
2004 | 68.2 | 48.6 | 58.1 | 54.5
2005 | 74.1 | 55.7 | 64.6 | 67.8
2006 | 78.1 | 60.2 | 68.9 | 73.5
2007 | 80.9 | 63.3 | 71.8 | 74.1
2008 | 83.9 | 68.5 | 76 | 67.5
2009 | 84.9 | 71.2 | 77.9 | 66.1
2010 | 86.5 | 72.6 | 79.5 | 71.4
2011 | 86.3 | 73.7 | 80 | 72.2
2012 | 87.7 | 76.2 | 82 | 70.5
2013 | 83.9 | 72.3 | 78.2 | 66.3
2014 | 75.8 | 63.1 | 69.6 |

*High School Assessments are first time test takers.*
*High School Assessments are first time test takers.*
HOW DID OUR STUDENT GROUPS DO DURING THIS TIME?
Mathematics MSA Grade 3-8 Assessment
Improvement 2004 to 2010
Racial Groups by Percent Proficient

<table>
<thead>
<tr>
<th>Racial Group</th>
<th>2004</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>39%</td>
<td>67%</td>
</tr>
<tr>
<td>American Indian</td>
<td>52%</td>
<td>82%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48%</td>
<td>73%</td>
</tr>
<tr>
<td>White</td>
<td>72%</td>
<td>89%</td>
</tr>
<tr>
<td>Asian</td>
<td>83%</td>
<td>94%</td>
</tr>
<tr>
<td>All Students</td>
<td>58%</td>
<td>80%</td>
</tr>
</tbody>
</table>

2004 to 2010 Racial Categories were redefined, so trend data is presented from 2004 to 2010.
Mathematics MSA 3-8 Grade Assessments
Improvement 2004 to 2012
Student Groups by Percent Proficient

- LEP: 2004: 36%, 2012: 32%
  - LEP: 2004: 68%, 2012: 69%

- FARMS: 2004: 38%, 2012: 31%
  - FARMS: 2004: 69%, 2012: 68%

- Special Ed: 2004: 24%, 2012: 28%
  - Special Ed: 2004: 52%, 2012: 58%

- All Students: 2004: 58%, 2012: 22%
  - All Students: 2004: 80%, 2012: 80%
Reading MSA Grade 3-8 Assessment Improvement 2004 to 2010
Racial Groups by Percent Proficient

- **African American**
  - 2004: 54%
  - 2010: 76%
  - Improvement: 22%

- **Hispanic**
  - 2004: 57%
  - 2010: 79%
  - Improvement: 22%

- **American Indian**
  - 2004: 66%
  - 2010: 86%
  - Improvement: 20%

- **White**
  - 2004: 81%
  - 2010: 92%
  - Improvement: 11%

- **Asian**
  - 2004: 84%
  - 2010: 94%
  - Improvement: 10%

- **All Students**
  - 2004: 69%
  - 2010: 85%
  - Improvement: 16%

* Racial Categories were redefined in 2010 so trend data is presented from 2004 to 2010.
MSA Reading Grade 3-8 Assessments: Improvement 2004 to 2012
Student Groups by Percent Proficient

- **LEP**
  - 2004: 33%
  - 2012: 70%

- **Special Ed**
  - 2004: 34%
  - 2012: 60%

- **FARMS**
  - 2004: 51%
  - 2012: 76%

- **All Students**
  - 2004: 69%
  - 2012: 85%
HSA ALGEBRA I
Improvement 2004 to 2010
Racial Groups by Percent Passing

American Indian
- 52% (2004)
- 70% (2010)
- +18%

Hispanic
- 51% (2004)
- 62% (2010)
- +11%

African American
- 36% (2004)
- 45% (2010)
- +9%

White
- 75% (2004)
- 83% (2010)
- +8%

Asian
- 81% (2004)
- 88% (2010)
- +7%

All Students
- 60% (2004)
- 66% (2010)
- +6%

* Racial Categories were redefined in 2010 so trend data is presented from 2004 to 2010.
HSA ALGEBRA I
Improvement 2004 to 2012
Student Groups by Percent Passing

<table>
<thead>
<tr>
<th>Group</th>
<th>2004</th>
<th>2012</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>FARMS</td>
<td>39%</td>
<td>54%</td>
<td>+15</td>
</tr>
<tr>
<td>All Students</td>
<td>60%</td>
<td>73%</td>
<td>+13</td>
</tr>
<tr>
<td>Special Ed</td>
<td>20%</td>
<td>32%</td>
<td>+12</td>
</tr>
<tr>
<td>LEP</td>
<td>36%</td>
<td>40%</td>
<td>+4</td>
</tr>
</tbody>
</table>
HSA English 10
Improvement 2005 to 2010
Racial Groups by Percent Passing

- African American: 39% (2005) to 57% (2010), +18%
- American Indian: 53% (2005) to 71% (2010), +18%
- Hispanic: 46% (2005) to 64% (2010), +18%
- All Students: 58% (2005) to 72% (2010), +14%
- White: 71% (2005) to 85% (2010), +14%
- Asian: 75% (2005) to 85% (2010), +10%
HSA English 10
Improvement 2005 to 2012
Student Groups by Percent Passing

- FARMS
  - 2005: 36%
  - 2012: 56%
  - Improvement: +20

- All Students
  - 2005: 58%
  - 2012: 74%
  - Improvement: +16

- Special Ed
  - 2005: 16%
  - 2012: 32%
  - Improvement: +16

- LEP
  - 2005: 17%
  - 2012: 29%
  - Improvement: +12

* HSA English 10 was first administered in 2005.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC Mathematics</td>
<td>56.5%</td>
<td>59.6%</td>
</tr>
<tr>
<td>PARCC ELA</td>
<td>64.9%</td>
<td>64.3%</td>
</tr>
<tr>
<td>MSA Mathematics</td>
<td>58.1%</td>
<td>64.6%</td>
</tr>
<tr>
<td>MSA Reading</td>
<td>68.9%</td>
<td>72.3%</td>
</tr>
</tbody>
</table>

Year 1
- PARCC Mathematics: 56.5%
- PARCC ELA: 64.9%
- Mathematics (MSA): 58.1%
- Reading (MSA): 68.9%

Year 2
- PARCC Mathematics: 59.6%
- PARCC ELA: 64.3%
- Mathematics (MSA): 64.6%
- Reading (MSA): 72.3%
PARCC HIGH SCHOOL ASSESSMENT
RESULTS BY PERCENT AT PERFORMANCE LEVEL 3, 4 AND 5

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 1 Percentage</th>
<th>Year 2 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (HSA)</td>
<td>59.9%</td>
<td>54.5%</td>
</tr>
<tr>
<td>English 10 (HSA)</td>
<td>57.9%</td>
<td>61.2%</td>
</tr>
<tr>
<td>PARCC English 10</td>
<td>60.6%</td>
<td>63.6%</td>
</tr>
<tr>
<td>PARCC Algebra I</td>
<td>58.3%</td>
<td>59.9%</td>
</tr>
</tbody>
</table>
### PARCC ENGLISH LANGUAGE ARTS – Grades 3 - 8
#### 2015, 2016 Results by Performance Level

**Note:** Percentages may not total 100% due to rounding

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>22</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>16</td>
<td>18</td>
<td>20</td>
<td>20</td>
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<td>17</td>
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<td>Level 2</td>
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<td>25</td>
<td>24</td>
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<tr>
<td>Level 4</td>
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<td>32</td>
<td>36</td>
<td>33</td>
<td>30</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>37</td>
<td>37</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>Level 5</td>
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<td>8</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>10</td>
<td>7</td>
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</table>

**Legend:**
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

*Student Test Score Reporting for ELA and Mathematics - Grades 3-8: 2016*
PARCC ENGLISH LANGUAGE ARTS – High School
2015, 2016 Results by Performance Level

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
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<tbody>
<tr>
<td>ELA 11 (2016)</td>
<td>21</td>
<td>19</td>
<td>23</td>
<td>29</td>
<td>9</td>
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<td>ELA 11 (2015)</td>
<td>12</td>
<td>22</td>
<td>30</td>
<td>32</td>
<td>4</td>
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<tr>
<td>ELA 10 (2016)</td>
<td>22</td>
<td>15</td>
<td>19</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>ELA 10 (2015)</td>
<td>21</td>
<td>18</td>
<td>21</td>
<td>28</td>
<td>12</td>
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<tr>
<td>ELA 9 (2016)</td>
<td>15</td>
<td>17</td>
<td>27</td>
<td>32</td>
<td>8</td>
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Note: Percentages may not total 100% due to rounding
### PARCC MATHEMATICS Grades 3-8
#### 2015, 2016 Results by Performance Level

<table>
<thead>
<tr>
<th>Subject</th>
<th>2016</th>
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<tbody>
<tr>
<td>MATH 3</td>
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<td>MATH 4</td>
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<td>MATH 5</td>
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<td>13</td>
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<td>MATH 6</td>
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<td>14</td>
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<tr>
<td>MATH 7</td>
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<td>13</td>
</tr>
<tr>
<td>MATH 8</td>
<td>30</td>
<td>29</td>
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#### Performance Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>2016</th>
<th>2015</th>
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<td>23</td>
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<td>3</td>
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<td>4</td>
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<td>5</td>
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<td>7</td>
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<td>2</td>
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<td>8</td>
<td>3</td>
<td>3</td>
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<tr>
<td>9</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Note:** Students in Grades 3-8 taking end of course Assessments (Algebra I, II, Geometry) are not included. Percentages may not total 100% due to rounding.
PARCC MATHEMATICS – High School
2015, 2016 Results by Performance Level

Percentages may not total 100% due to rounding

- **Algebra I (2016)**
  - Level 1: 15
  - Level 2: 25
  - Level 3: 24
  - Level 4: 33
  - Level 5: 3

- **Algebra I (2015)**
  - Level 1: 13
  - Level 2: 29
  - Level 3: 27
  - Level 4: 29
  - Level 5: 2

- **Algebra II (2016)**
  - Level 1: 32
  - Level 2: 22
  - Level 3: 20
  - Level 4: 25
  - Level 5: 2

- **Algebra II (2015)**
  - Level 1: 32
  - Level 2: 27
  - Level 3: 21
  - Level 4: 19
  - Level 5: 1

- **Geometry (2016)**
  - Level 1: 11
  - Level 2: 27
  - Level 3: 23
  - Level 4: 31
  - Level 5: 8

- **Geometry (2015)**
  - Level 1: Not Assessed in 2015

---

**Level Key**:
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

PREPARING WORLD CLASS STUDENTS
### 2016 Maryland PARCC End of Course Assessment Mathematics by Performance Level: Middle School Students

<table>
<thead>
<tr>
<th>Course: All HS</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 28,026</td>
<td>3</td>
<td>10</td>
<td>21</td>
<td>58</td>
<td>8</td>
<td>8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course: Algebra I</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 25,469</td>
<td>4</td>
<td>11</td>
<td>22</td>
<td>58</td>
<td>6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course: Algebra II</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 66</td>
<td>3</td>
<td>6</td>
<td>14</td>
<td>36</td>
<td>41</td>
<td>41</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course: Geometry</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 2,491</td>
<td>2</td>
<td>18</td>
<td>61</td>
<td>20</td>
<td>20</td>
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</tbody>
</table>

Note: Percentages may not total 100% due to rounding.
NAEP Math Proficiency
All Students

Grade 4 National:

Grade 4 Maryland:

Grade 8 National:

Grade 8 Maryland:
NAEP Reading Proficiency
All Students

%Prof/Adv


Grade 4 National
Grade 4 Maryland
Grade 8 National
Grade 8 Maryland
NAEP Science Proficiency
All Students

%Prof/Adv

2009   2011   2015

<table>
<thead>
<tr>
<th>Grade 4 National</th>
<th>32</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Maryland</td>
<td>33</td>
<td>37</td>
</tr>
<tr>
<td>Grade 8 National</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Grade 8 Maryland</td>
<td>28</td>
<td>32</td>
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</table>

Maryland State Department of Education
Preparing World Class Students
Cohort Graduation Rate Trend: 4-Year and 5-Year

Increase in Graduation Rates Continue with the Class of 2015