MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

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State Superintendent of Schools

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TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D. KBS/cla

DATE: October 25, 2016

SUBJECT: *Every Student Succeeds Act* (ESSA) Update

PURPOSE:

To provide an update on the work of the ESSA Internal Committee, specifically related to accountability. This update includes methods for determining growth, a model of an index for achievement, and specific areas for discussion.

BACKGROUND/HISTORICAL PERSPECTIVE:

In December 2015, Congress was able to reach bipartisan agreement on an Elementary and Secondary Education Act (ESEA) reauthorization bill and passed the *Every Student Succeeds Act*, signed by President Obama on December 10, 2015. In June 2016, the U.S. Department of Education (USED) began releasing draft regulations to provide further guidance on the new law. The Maryland State Department of Education (MSDE) ESSA Internal and External Committees along with subcommittees are working to complete a draft of the Maryland Consolidated State Application for submission to the U.S. Department of Education.

EXECUTIVE SUMMARY:

The charge of the ESSA Internal Committee is to provide guidance on the transition from ESEA to ESSA, provide recommendations to the ESSA External Stakeholder Committee, the State Superintendent, and the State Board on Maryland's ESSA Plan, and create a draft of the State Plan Components.

The update on accountability will include a review of two models for measuring growth- a categorical matrix and student growth percentiles. Additionally, the team will discuss a model of an index for calculating the achievement component of the accountability plan. These models will provide information for an in-depth discussion of recommendations of a model for Maryland's Accountability Plan.

ACTION:

For information only.

Every Student Succeeds Act (ESSA) Accountability Update

State Board Meeting

October 25, 2016

Consolidated State Plans

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

Objectives

Discuss Topics of Accountability including:

- Achievement Indicator Measures
  - Proficiency Goal
  - Index
- Progress or Growth Indicator Measures
  - Value
  - Student Growth Percentile (SGP)

Accountability Multiple Measures

Indicators Elementary/Middle Schools	Indicators High Schools
Indicator Achievement and Gap Narrowing Goals	**Indicator** Achievement and Gap Narrowing Goals
Indicator Progress/ Growth	**Indicator** Graduation
Indicator English Learner Proficiency	**Indicator** English Learner Proficiency
Indicator School Quality/ Student Success	**Indicator** School Quality/ Student Success

Guidance Needed

- Determination of Proficiency Level

- Determination of Long Term Goal
  - Option A (Annual Measurable Objective); or
  - Option B (State Determined Goal)

- Determination of Timeline: 16 Years (2030)

Student Achievement Measures

Three ways of describing student achievement:

- **Status:** A measure that compares student achievement to a target (Long term and Interim Goals)
- **Improvement**: A measure that compares student achievement across time using different groups of students (e.g., 3rd grade math achievement in 2015 vs. 2016)
- **Growth**: A measure that compares student achievement across time using the same students.

Long Term and Interim Goals: Option A

Cut in Half the Proficiency Gap to Target over Time (AMO)

Annual Measurable Objective (AMO) Methodology

- Determine Proficiency and Baseline: *Example Proficiency set at Performance Level 4 and 5*
- Proficiency Gap: Subtract the percent proficient from 100%.
- Cut the Proficiency Gap by Half: Divide the Proficiency Gap by 2. The result is the amount by which the gap must be reduced.
- Determine Time: *Example time in which the Proficiency Gap is to be reduced is 16 years.*
- Interim Target: Divide half the Proficiency Gap by Time. The result is the target gain per year.

Time = 16 Years

Example Data	Base Line	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Proficiency Gap	Gain Per Year
State	30	32.2	34.4	36.6	38.8	40.9	43.1	45.3	47.5	49.7	51.9	54.1	56.3	58.4	60.6	62.8	65.0	70	2.188
Group A	**36**	38.0	40.0	42.0	44.0	46.0	48.0	50.0	52.0	54.0	56.0	58.0	60.0	62.0	64.0	66.0	**68.0**	64	2.000
Group B	40	41.9	43.8	45.6	47.5	49.4	51.3	53.1	55.0	56.9	58.8	60.6	62.5	64.4	66.3	68.1	70.0	60	1.875
Group C	**44**	45.8	47.5	49.3	51.0	52.8	54.5	56.3	58.0	59.8	61.5	63.3	65.0	66.8	68.5	70.3	**72.0**	56	1.750

Targets will depend upon each group's baseline. Every school and subgroup will be starting in a different place, and the groups that are farthest behind would have the most progress to make. The Gap between Groups A and C narrows from 8 to a difference of 4.

Long Term and Interim Goals: Option B
State Determined Target over Time

State Determined Target Methodology

- Determine Proficiency and Baseline: *Example Proficiency set at Performance Level 4 and 5*
- Determine Long Term Goal: *Example Target of 90%*
- Proficiency Gap: Subtract the percent proficient from Long Term Goal.
- Determine Time: *Example time in which the Proficiency Gap is to be reduced is 16 years.*
- Interim Target: Divide the Proficiency Gap by Time. The result is the target gain per year.

Time = 16 Years

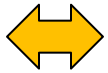
Example Data	Base line	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Proficiency Gap	Gain Per Year
State	30	33.8	37.5	41.3	45.0	48.8	52.5	56.3	60.0	63.8	67.5	71.3	75.0	78.8	82.5	86.3	90.0	60	3.75
Group A	36	39.4	42.8	46.1	49.5	52.9	56.3	59.6	63.0	66.4	69.8	73.1	76.5	79.9	83.3	86.6	90.0	54	3.38
Group B	40	43.1	46.3	49.4	52.5	55.6	58.8	61.9	65.0	68.1	71.3	74.4	77.5	80.6	83.8	86.9	90.0	50	3.13
Group C	44	46.9	49.8	52.6	55.5	58.4	61.3	64.1	67.0	69.9	72.8	75.6	78.5	81.4	84.3	87.1	90.0	46	2.88

Targets will depend upon each group's baseline. Every school and subgroup will be starting in a different place, and the groups that are farthest behind would have the most progress to make. The Gap between Groups A and C narrows from 8 to a difference of 0.

Meeting Long Term and Interim Goals:


Meet or Exceed Goals


Improve (Goals Not Met)


No Change


Decline

Academic Indicator: Index

- An index incentivizes a focus on all students, not just those around an assessment's proficiency cut score.
- Improvement is measured from the prior year to the current year.

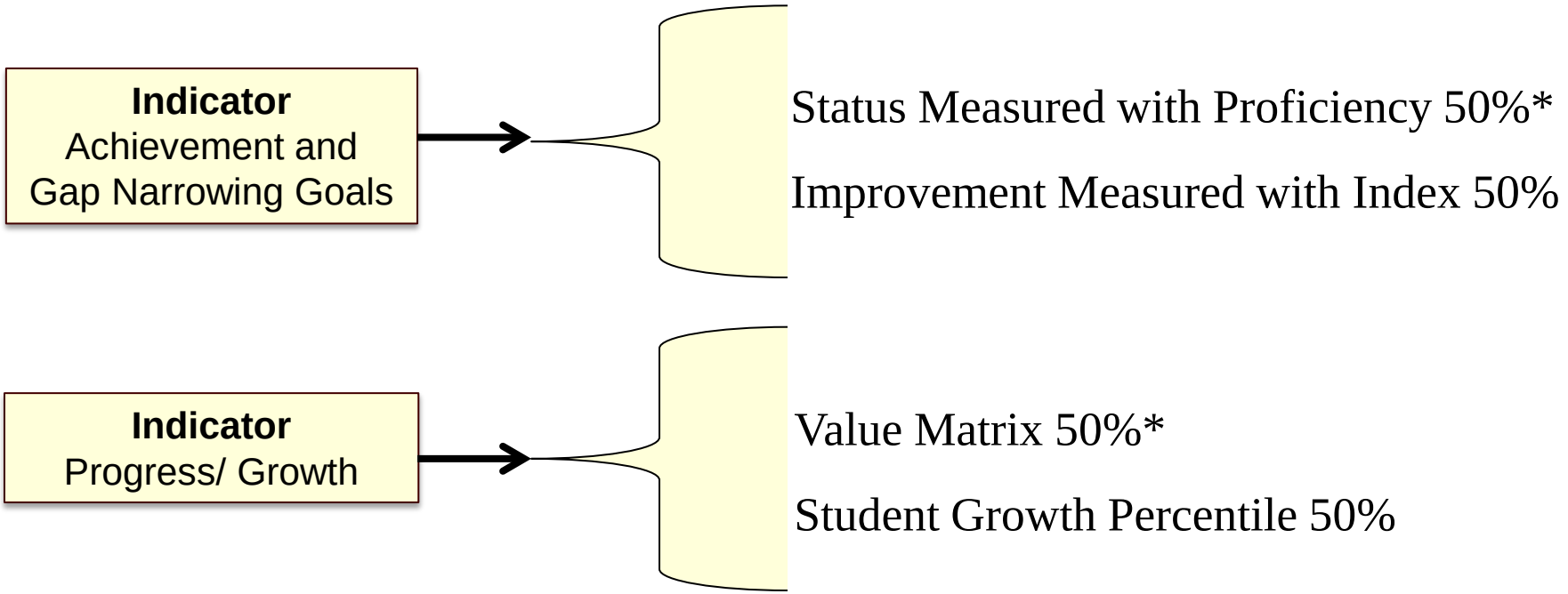
Performance Level (PL)	# of students		Points for this level		Points received
1	1	x	1	=	1
2	1	x	2	=	2
3	3	x	3	=	9
4	3	x	4	=	12
5	2	x	5	=	10
	10				34

34 total Points/
10 students = 3.4
Between Performance Level 3 and 4

State: All Students	2015 Tested Count	2015 Results PL 1-5	2015 Result/ Test Count	2016 Tested Count	2016 Results PL 1-5	2016 Result/ Test Count	Change (2016-2015)
Mathematics Grade 3	65,594	190,617	2.9	67,892	209,063	3.1	0.2
Mathematics Grade 4	64,290	178,456	2.8	66,022	190,300	2.9	0.1
Mathematics Grade 5	63,828	177,986	2.8	64,423	188,893	2.9	0.1

Students Improved to a Performance Level of 3 in 2016

Indicators



Example Weighting

Student Academic Growth: Value Breakdown by Proficiency Level

Maryland Results		Students' Performance Level in 2016				
		1	2	3	4	5
Student's Performance Level in 2015	1	22,970 59.2%	14,018 36.1%	1,734 4.5%	69 0.2%	- 0.0%
	2	18,171 23.0%	38,572 48.9%	20,270 25.7%	1,903 2.4%	2 0.0%
	3	2,275 3.0%	15,662 20.6%	39,100 51.4%	18,935 24.9%	50 0.1%
	4	96 0.2%	916 1.4%	10,899 16.7%	48,320 74.2%	4,879 7.5%
	5	3 0.0%	7 0.1%	26 0.3%	3,703 41.6%	5,174 58.1%

Grey	NO Change in Performance Level
Green	Improvement in Performance Level
Red	Decline in Performance Level

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Student Academic Growth: Value Moving Between Performance Levels

Growth Value		Students' Performance Level in 2016				
		1	2	3	4	5
Student's Performance Level in 2015	1	5	15	20	25	30
	2	0	10	20	25	30
	3	0	5	15	20	25
	4	0	5	10	20	25
	5	0	0	5	15	25

Grey	NO Change in Performance Level
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About Student Growth Percentiles (SGP)

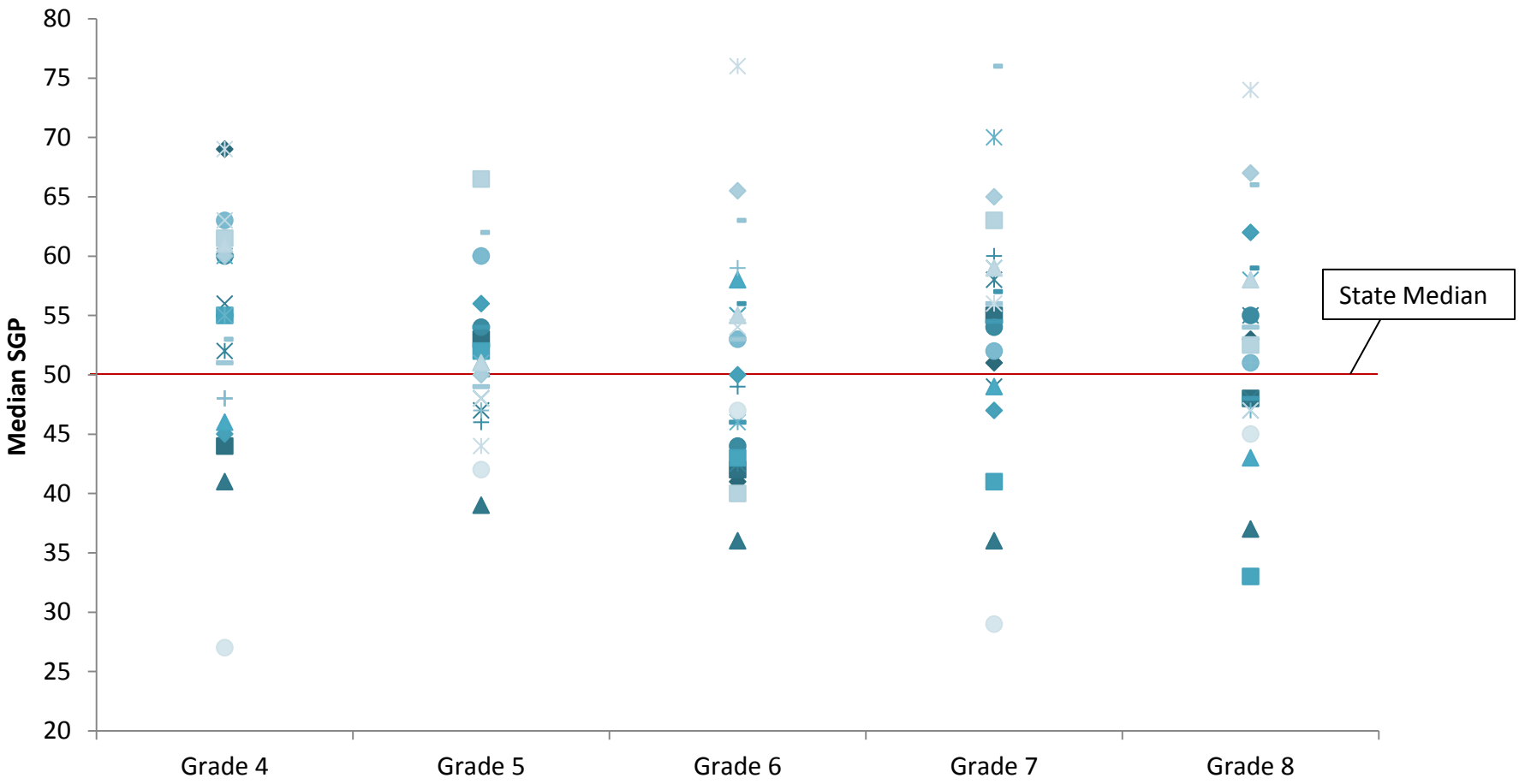
- Reflects individual student growth from one year to the next by comparing a student with their academic peers who had similar academic performance in the previous year.
- "Academic peers" are students in Maryland who took the same PARCC assessment as the student in 2014-2015 and achieved a similar score.
- SGP growth measures change in performance.
  - A student may perform well *below* proficiency but achieve a high growth percentile.
  - A student may perform well *above* proficiency and achieve a small growth percentile.

SGP: Example

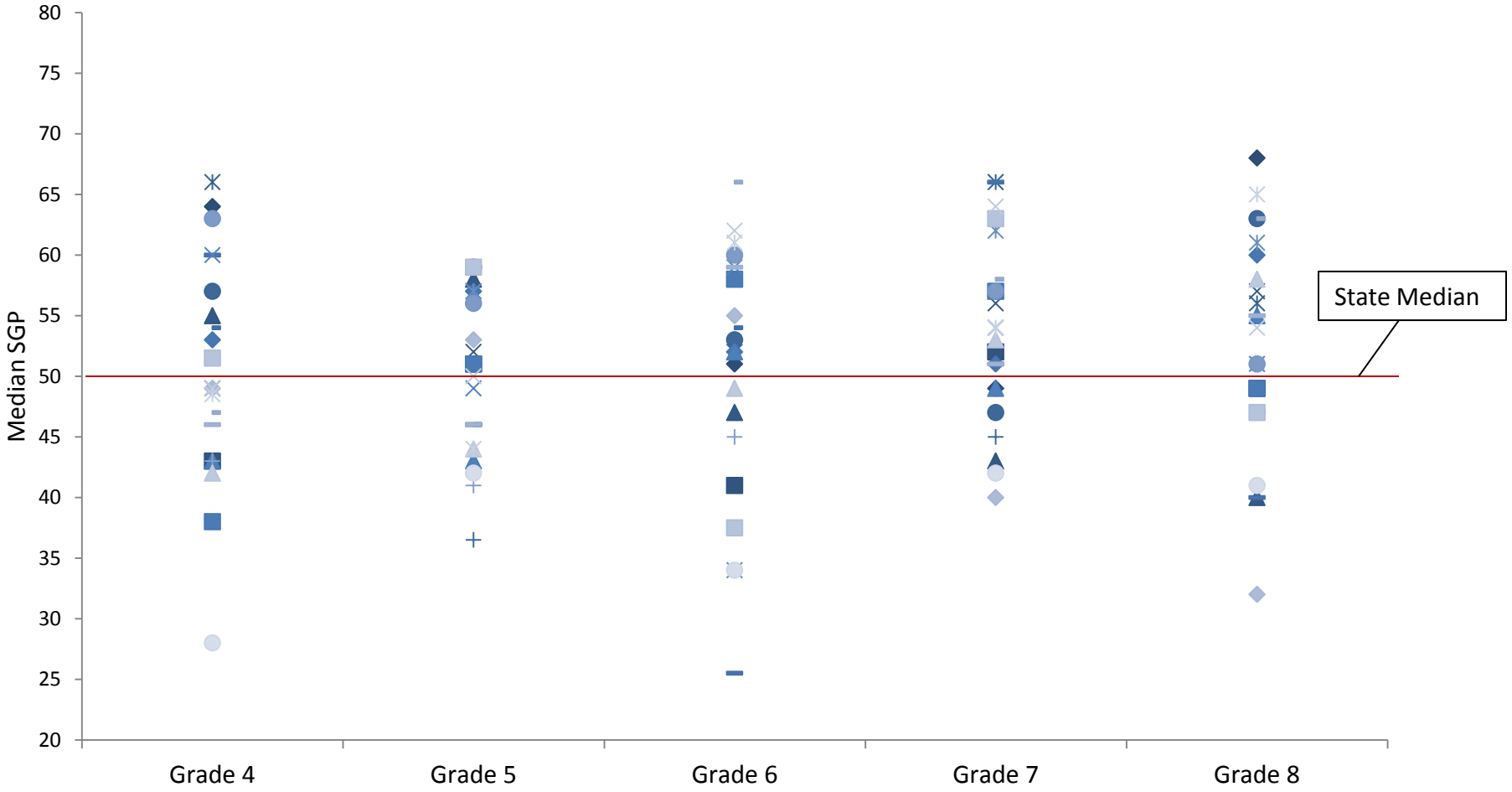
"A student growth percentile of 16 on Grade 7 ELA means that the student scored better than 16 percent of the students in the state who took Grade 7 ELA in spring 2016 and who had achieved a similar score as this student on the Grade 6 ELA assessment in 2014-2015."

Source: PARCC 2016 Spring Score Report Interpretation Guide for Parents

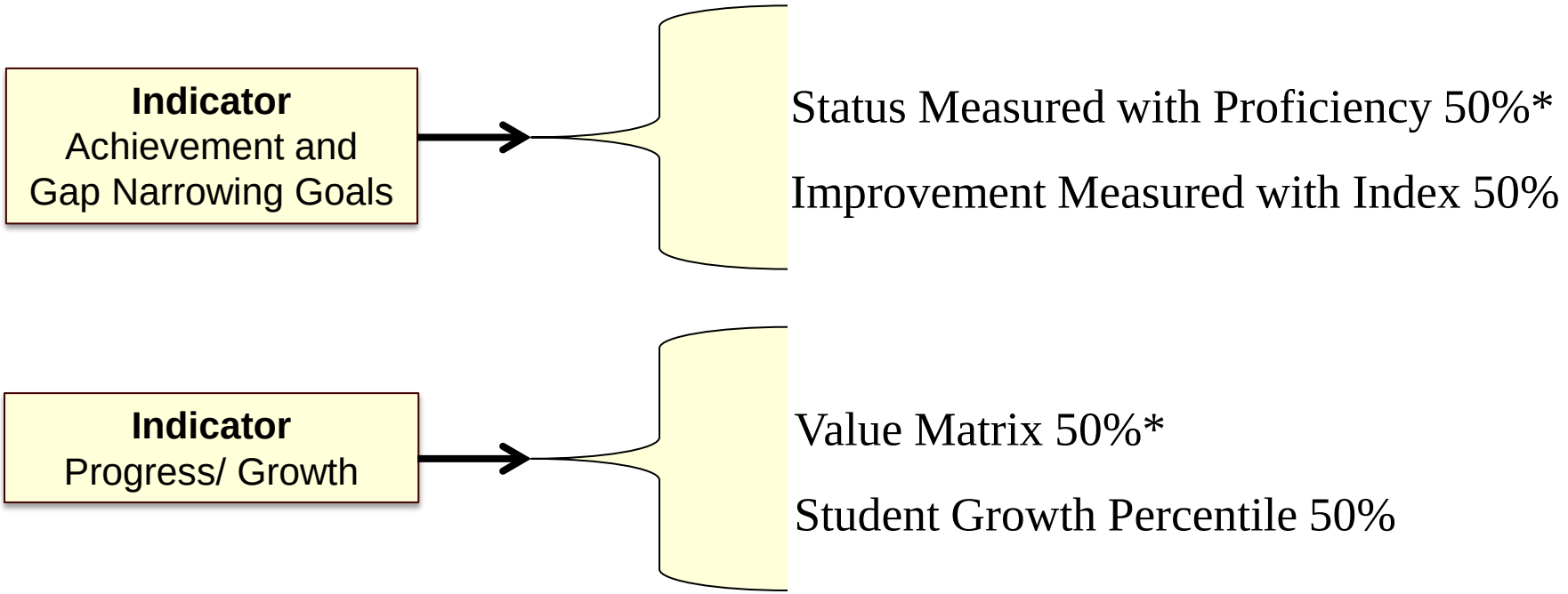
Median ENGLISH LANGUAGE ARTS SGP: Distribution Across LEAs



Median MATHEMATICS SGP: Distribution Across LEAs



Indicators



Example Weighting

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THANK
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