

Every Student Succeeds Act (ESSA)

**ESSA External Committee
October 20, 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)
- English Language Indicator

Recommendation Needed

➤ Proficiency Level

➤ Long Term Goal

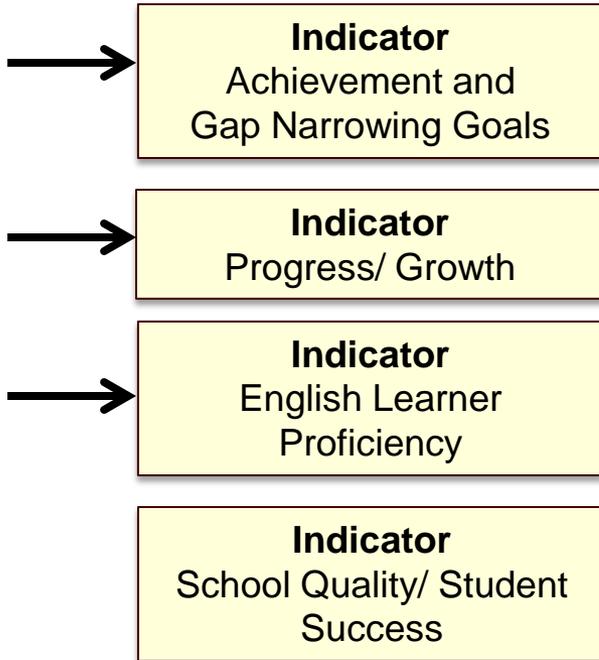
Option A (Annual Measurable Objective); or
Option B (State Determined Goal)

➤ Timeline: 16 Years (2030)

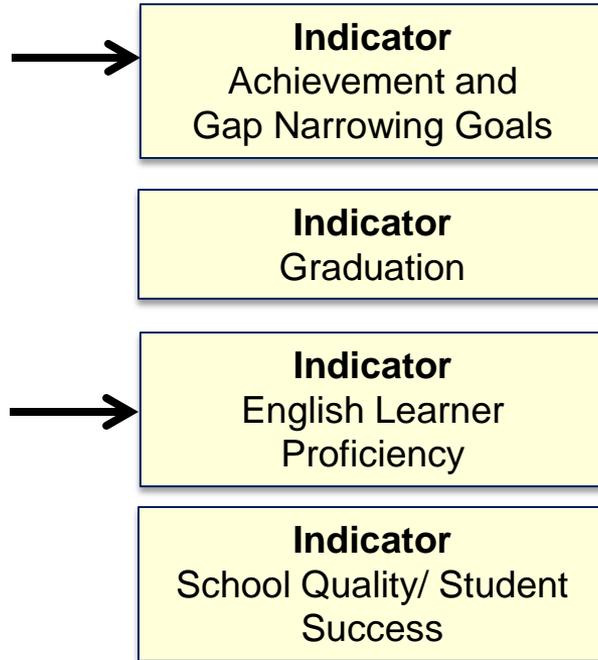
Accountability Multiple Measures



Indicators Elementary/Middle Schools



Indicators High Schools



Student Achievement Measures

Indicator
Achievement and
Gap Narrowing Goals

- ❑ **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)

Indicator
Progress/ Growth

- ❑ **Growth:** A measure that compares student achievement across time using the same students.

Achievement Indicator

Long Term and Interim Goals: Option A

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

Annual Measurable Objective (AMO) Methodology

- Proficiency: *Example Proficiency set at Performance Level 4 and 5*
- Time: *Proficiency Gap is to be reduced over 16 years.*
- Interim Target: Divide half the Proficiency Gap by Time. The result is target gain per year.



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

Achievement Indicator Long Term and Interim Goals: Option B

State Determined Target over Time

State Determined Target Methodology

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



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 depend upon each group’s baseline. Every school and subgroup start in a different place, and groups farthest behind 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

Achievement 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.

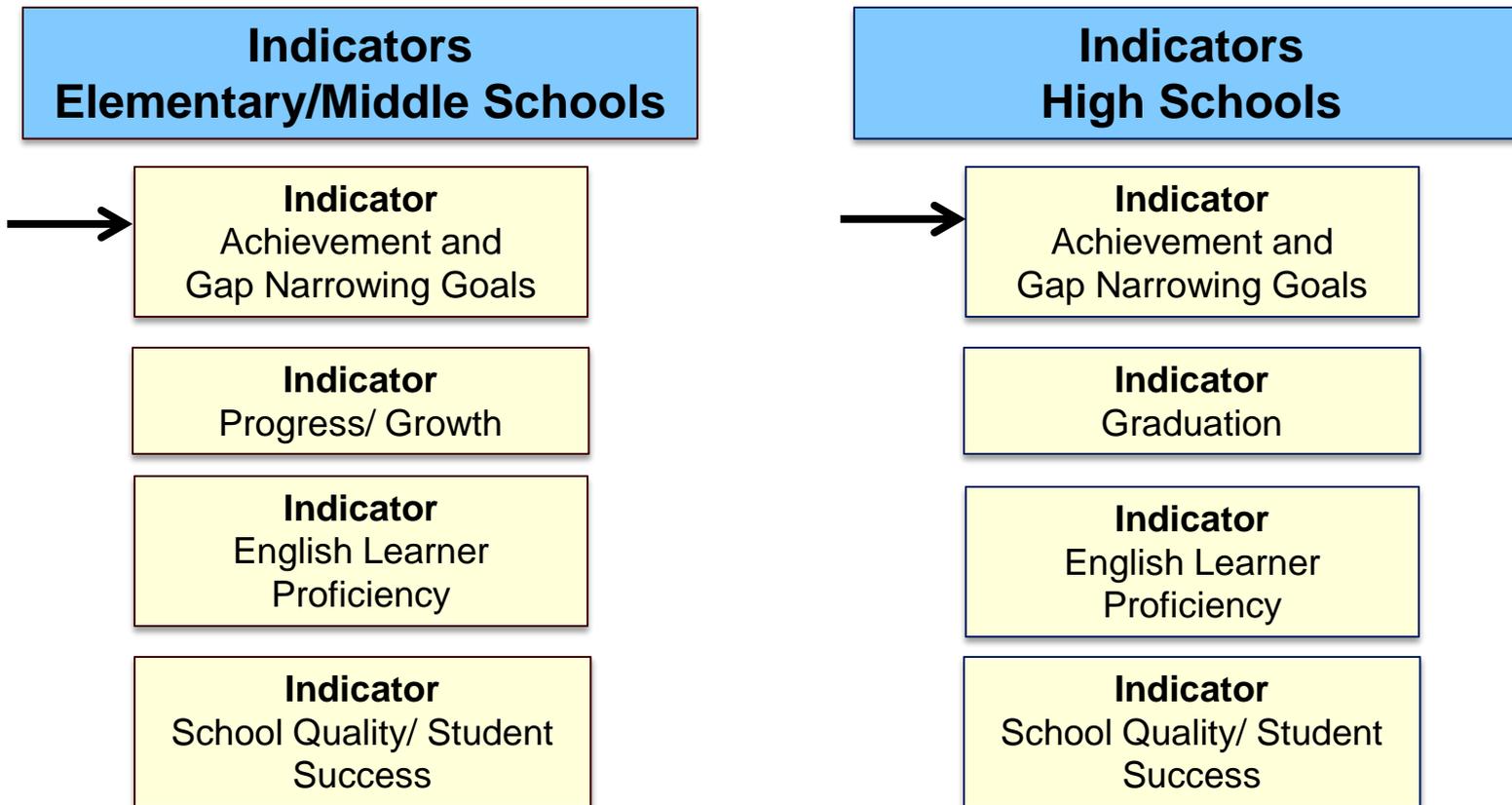
Performance Level (PL)	# of students		Points for this level		Points received
1	1	x	1	=	1
2	1	x	2	=	2
3	3	x	3	=	9
4	3	x	4	=	12
5	2	x	5	=	10
	<u>10</u>				<u>34</u>

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

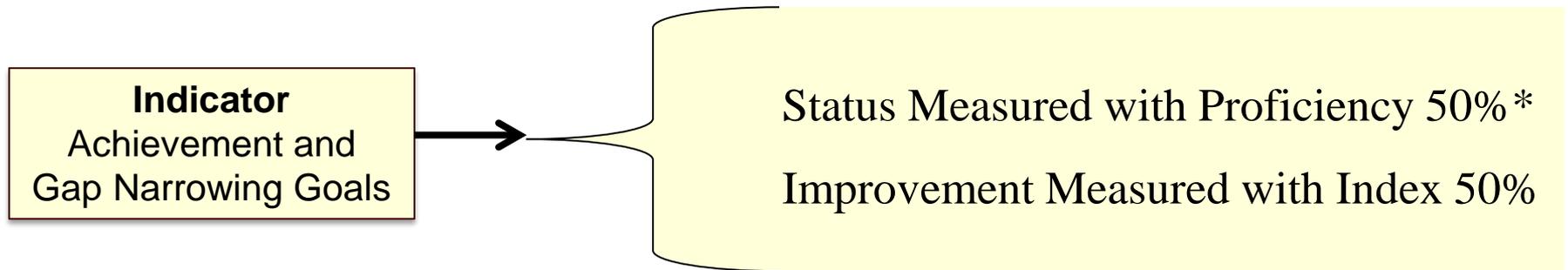
State: All Students	2015			2016			Change (2016-2015)
	Tested Count	Results PL 1-5	Result/ Test Count	Tested Count	Results PL 1-5	Result/ Test Count	
Mathematics Grade 3	65,594	190,617	2.9	67,892	209,063	3.1	0.2
Mathematics Grade 4	64,290	178,456	2.8	66,022	190,300	2.9	0.1
Mathematics Grade 5	63,828	177,986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

Students Improved to a Performance Level of 3 in 2016

Accountability Multiple Measures



Indicators



**Example Weighting*

Accountability Multiple Measures



Indicators Elementary/Middle Schools

Indicator
Achievement and
Gap Narrowing Goals

→ **Indicator**
Progress/ Growth

Indicator
English Learner
Proficiency

Indicator
School Quality/ Student
Success

Indicators High Schools

Indicator
Achievement and
Gap Narrowing Goals

Indicator
Graduation

Indicator
English Learner
Proficiency

Indicator
School Quality/ Student
Success

Growth Indicator: 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

Growth Indicator: Value

Moving Between Performance Levels

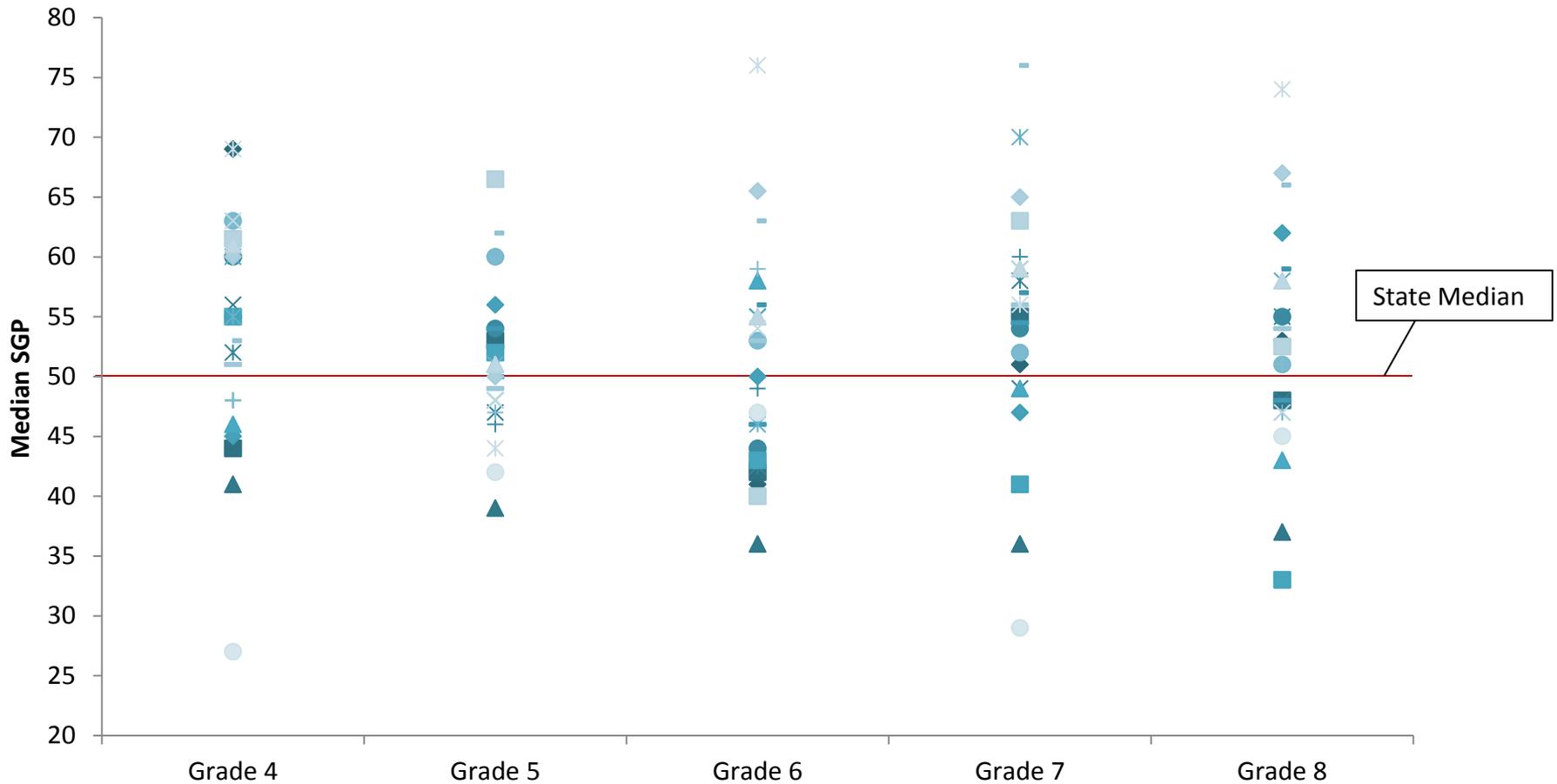
Growth Value		Students' Performance Level in 2016				
		1	2	3	4	5
Student's Performance Level in 2015	1	5	15	20	25	30
	2	0	10	20	25	30
	3	0	5	15	20	25
	4	0	5	10	20	25
	5	0	0	5	15	25

- NO Change in Performance Level
- Improvement in Performance Level
- Decline in Performance Level

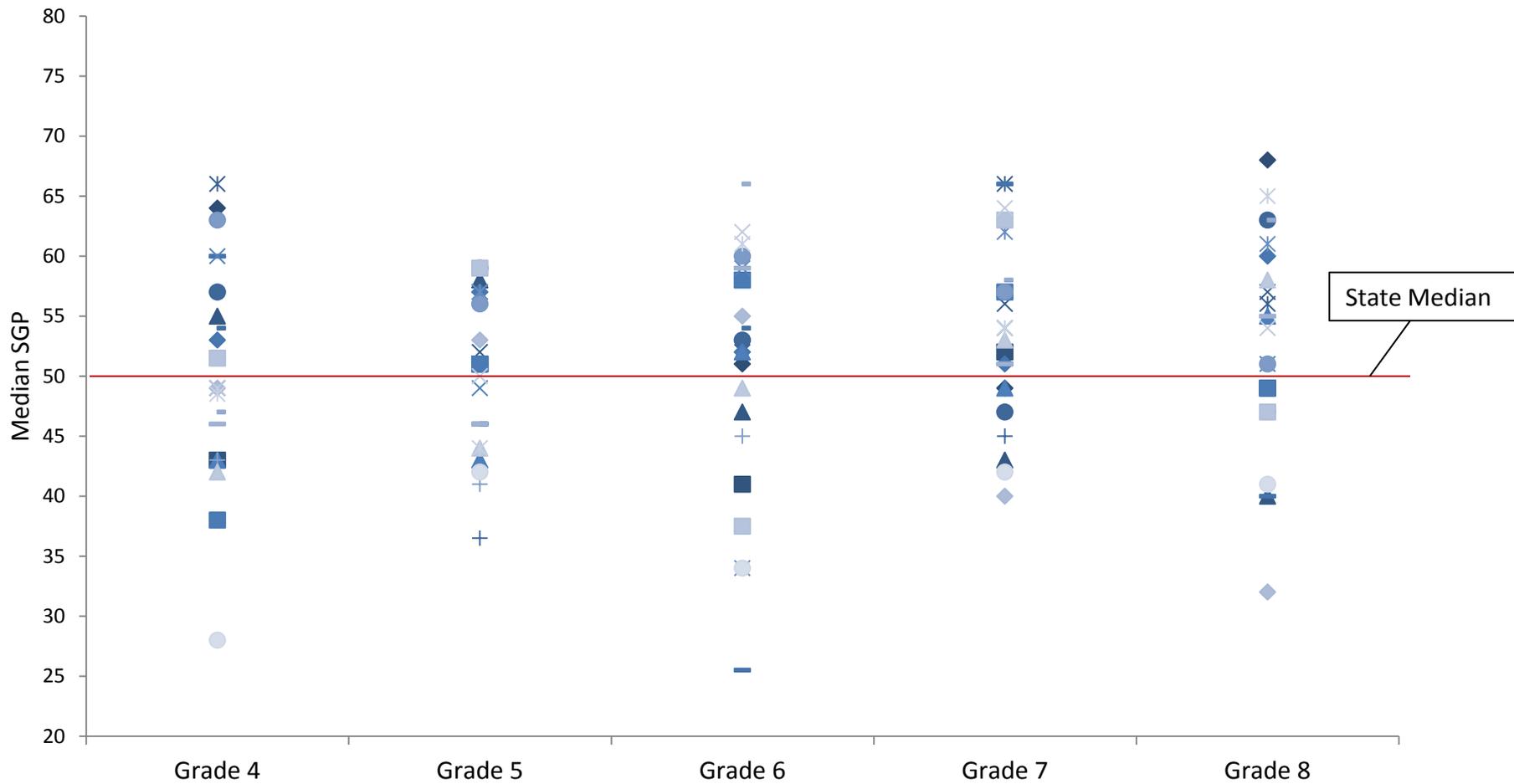
About Student Growth Percentiles (SGP)

- 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.

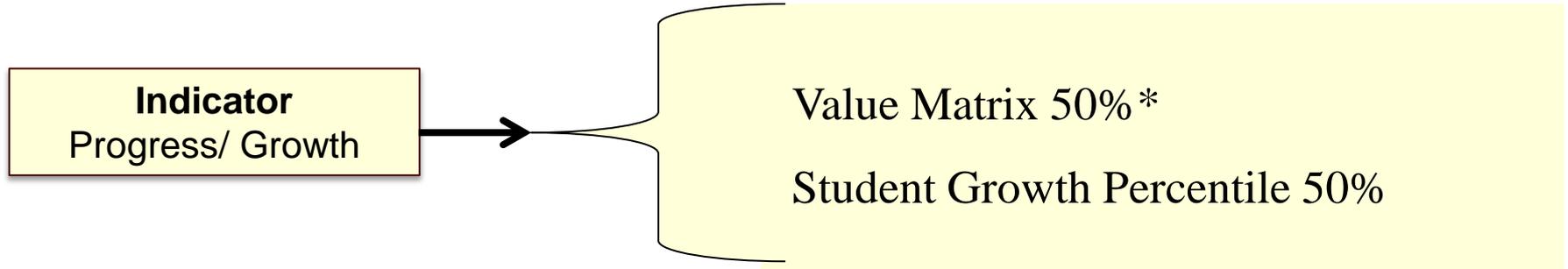
Median ENGLISH LANGUAGE ARTS SGP: Distribution Across LEAs



Median MATHEMATICS SGP: Distribution Across LEAs



Indicators



**Example Weighting*

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