

Maryland Accountability Program: A Framework of Indicators

Draft v1

Academic Achievement	<p>Proficiency for ELA, Math, Science, Government</p> <p>Performance Level Composite for ELA, Math, Science, Government</p> <p>Participation for ELA, Math Science, Government</p>										
Academic Progress	<p>Growth (Value Matrix) for ELA, Math</p> <p>Growth (SGP) for ELA, Math</p> <p>Growth K-3*</p>										
Graduation Rate	<p>4-Year Adjusted Cohort Graduation Rate</p> <p>5-Year Adjusted Cohort Graduation Rate</p> <p>6-Year Adjusted Cohort Graduation Rate*</p>										
English Language Proficiency	<p>Progress Toward English Language Proficiency (K-12)*</p>										
School Quality School Success	<table border="1"> <tr> <td data-bbox="284 1453 503 1621">Academic (HS)</td> <td data-bbox="527 1453 998 1621">CCR Preparation: AP, IB, SAT, ACT Dual Enrollment CTE Concentrator</td> <td data-bbox="1039 1453 1502 1621">On-Track in 9th Grade Postsecondary Enrollment</td> </tr> <tr> <td data-bbox="284 1642 503 1810">Opportunity</td> <td data-bbox="527 1642 998 1810">Access to Effective Teachers* Well Rounded Curriculum*</td> <td data-bbox="1039 1642 1502 1810">?</td> </tr> <tr> <td data-bbox="284 1831 503 1999">Climate</td> <td data-bbox="527 1831 998 1999">Removals (Suspension, Expulsion, Disproportionality)* Chronic Absenteeism (K-12)*</td> <td data-bbox="1039 1831 1502 1999">Social-Emotional Learning (K-12)* Survey</td> </tr> </table>		Academic (HS)	CCR Preparation: AP, IB, SAT, ACT Dual Enrollment CTE Concentrator	On-Track in 9 th Grade Postsecondary Enrollment	Opportunity	Access to Effective Teachers* Well Rounded Curriculum*	?	Climate	Removals (Suspension, Expulsion, Disproportionality)* Chronic Absenteeism (K-12)*	Social-Emotional Learning (K-12)* Survey
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Every Student Succeeds Act - State Examples- Weighting

Indicator	Colorado (Under Discussion- weights are for 2016)	Delaware	Illinois	Louisiana	Ohio	Tennessee	
Academic Achievement	E/MS= 40% HS= 30%	25%	E/MS: Equal to Growth HS: Less than Graduation	51%	ES: 70% E/MS: 65% HS: EOC Status and Growth - 25% and ACT/Workkeys- 25%	20%	E/MS: 40% HS: 40%
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Graduation		10%	Higher than Achievement or EL Proficiency		HS: Strength of Diploma- 25% and Graduation Rate- 20%	15%	HS: Readiness- 20%
English Learner (EL) Proficiency		10%	E/MS: Less than Growth or Achievement HS: Less than Achievement			(Included in Gap Closing- 15%)	E/MS: 10% HS: 10%
School Quality/Student Success (SQSS)	HS= Postsecondary/ Workforce Readiness = 30%	25%	No specific breakdown yet	49%	ES: Interest and opportunities- 5% E/MS: Interest and Opportunities- 5% and Dropout- 5% HS: Interest and Opportunities- 5%	K-3 Literacy- 15%; Prepared for Success- 15%; and Gap Closing- 15%	E/MS: Opportunity to Learn- 20% HS: Opportunity to Learn- 10%

Every Student Succeeds Act (ESSA)

**State Board Meeting
February 27-28, 2017**

Objectives

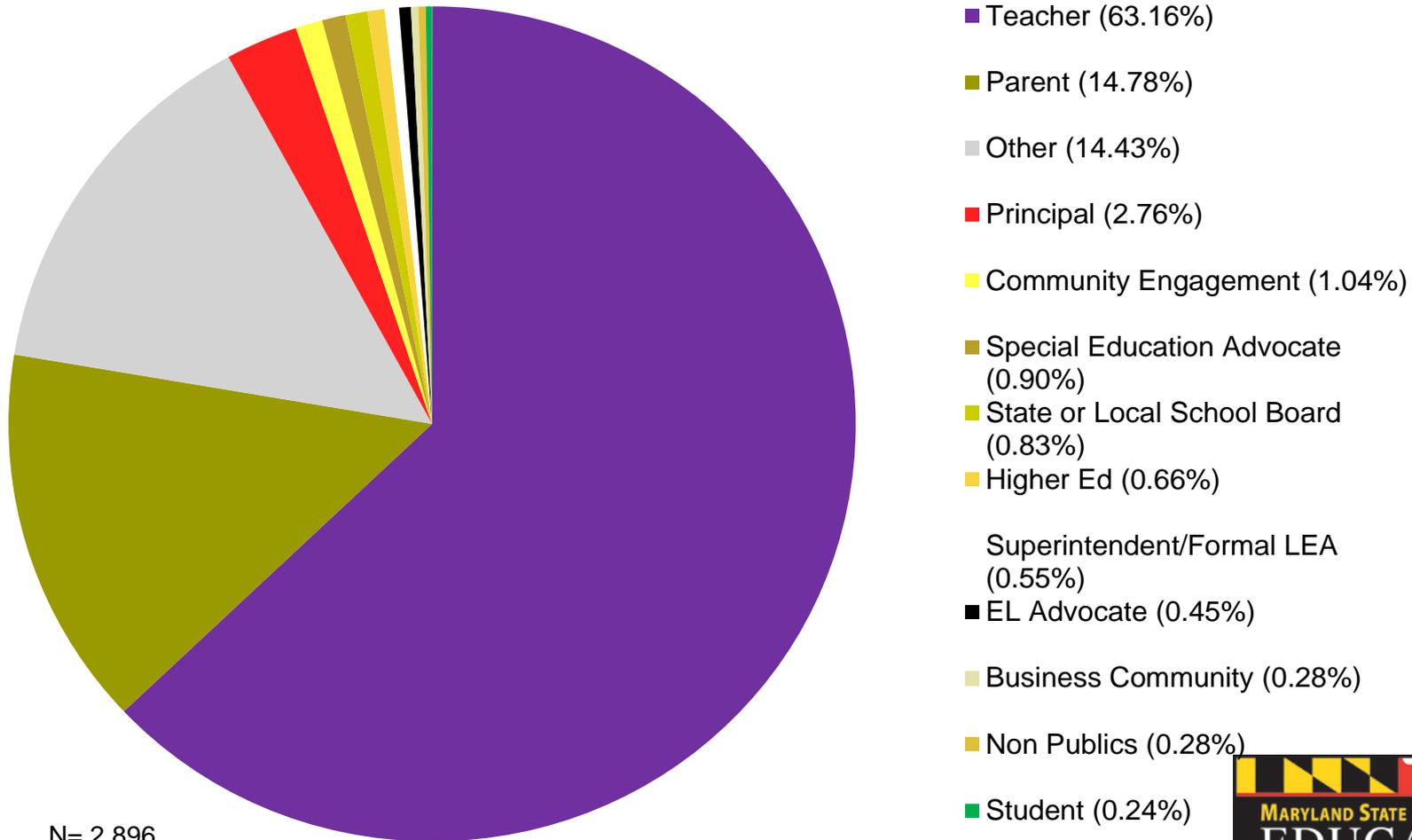
- Maryland's Consolidated State Plan
 - Update on ESSA Listening Tours and Survey
 - Discussion of Timeline
 - Review and Input on Sample Accountability Framework

- State Board Discussion of Priorities/Big Issues to be addressed

ESSA Listening Tours

Date	LEA	Attended
January 5, 2017	Washington County	72
January 10, 2017	Dorchester County	57
January 17, 2017	Baltimore City	139
January 19, 2017	Prince George's County	128
January 24, 2017	Calvert County	86

Survey Responses



N= 2,896

Survey Analysis

- Analysis of trends in responses to open-ended questions was completed by the *Mid-Atlantic Comprehensive Center at WestEd*

Long Term Goal Feedback

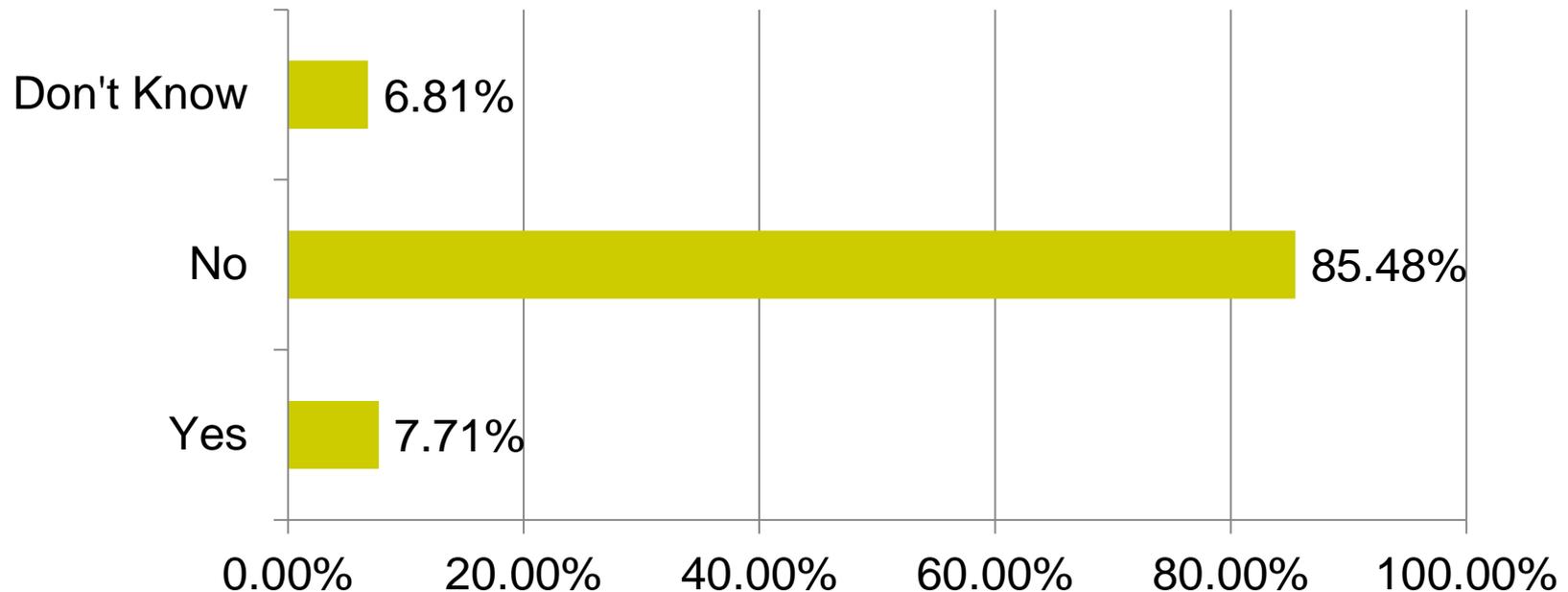
What is an appropriate amount of growth?



Evenly divided on the amount of growth expected of students in one year among 1, 2, 3, and 5 percent (n= 1,849)

Long Term Goal Feedback

Should targets be set to reach 100% proficiency by a set date? (n=2,204)

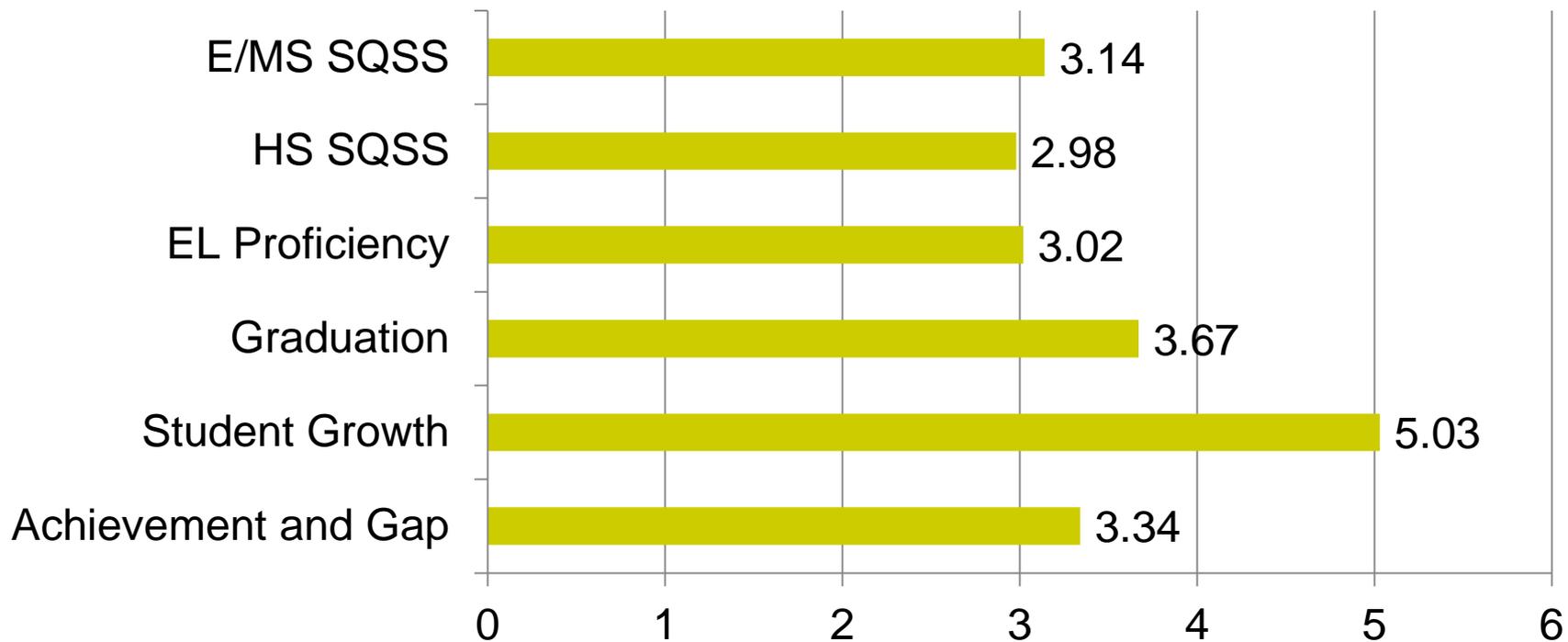


Assessment Feedback

- 77.08 percent valued limiting testing time over depth of reporting
- 70.97 percent valued questions that provide engaging, real-world, content over short, direct questions of knowledge or skills
- 88.21 percent valued student's ability to write clearly across academic disciplines

Accountability Feedback

In what order would you prioritize these accountability measures? (n=1,453)



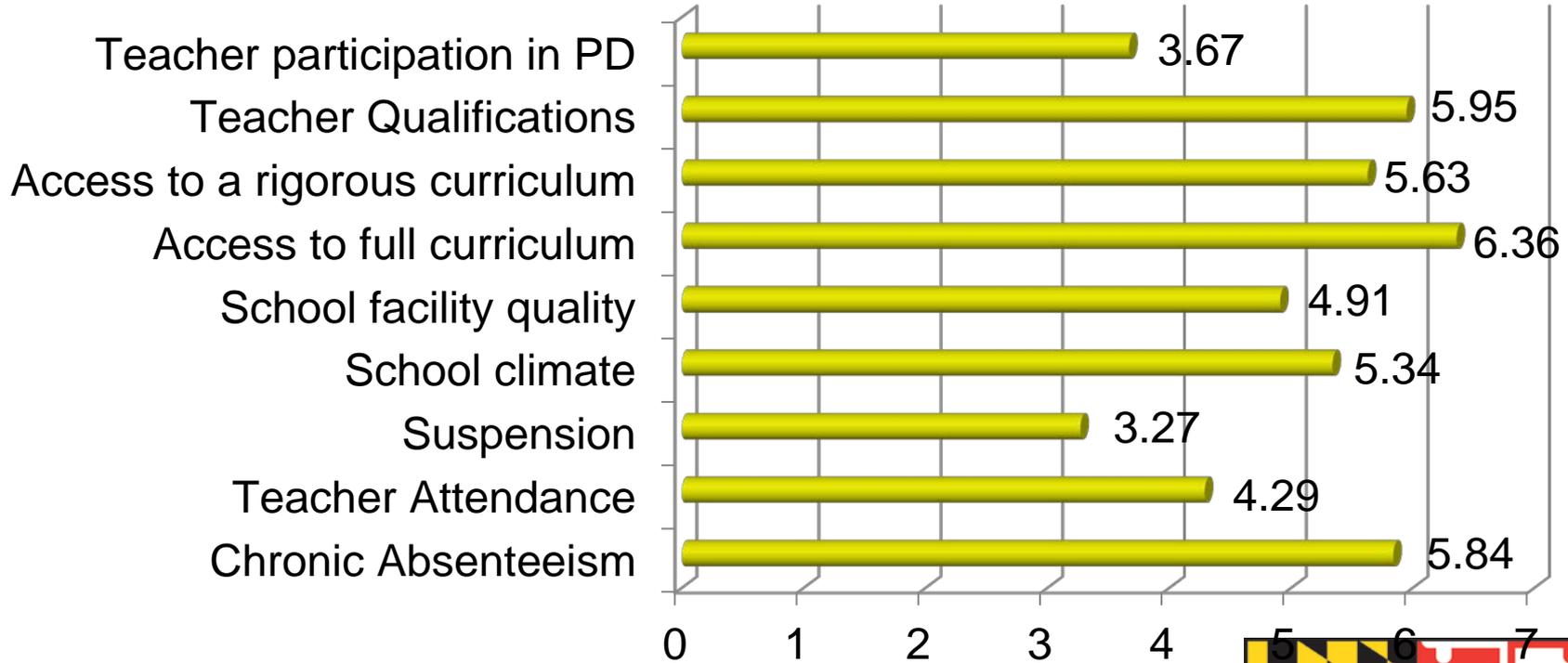
SQSS= School Quality/Student Success

Respondents ranked each measure from 1-6 and then the analysis weighted the responses to determine importance



Accountability Feedback

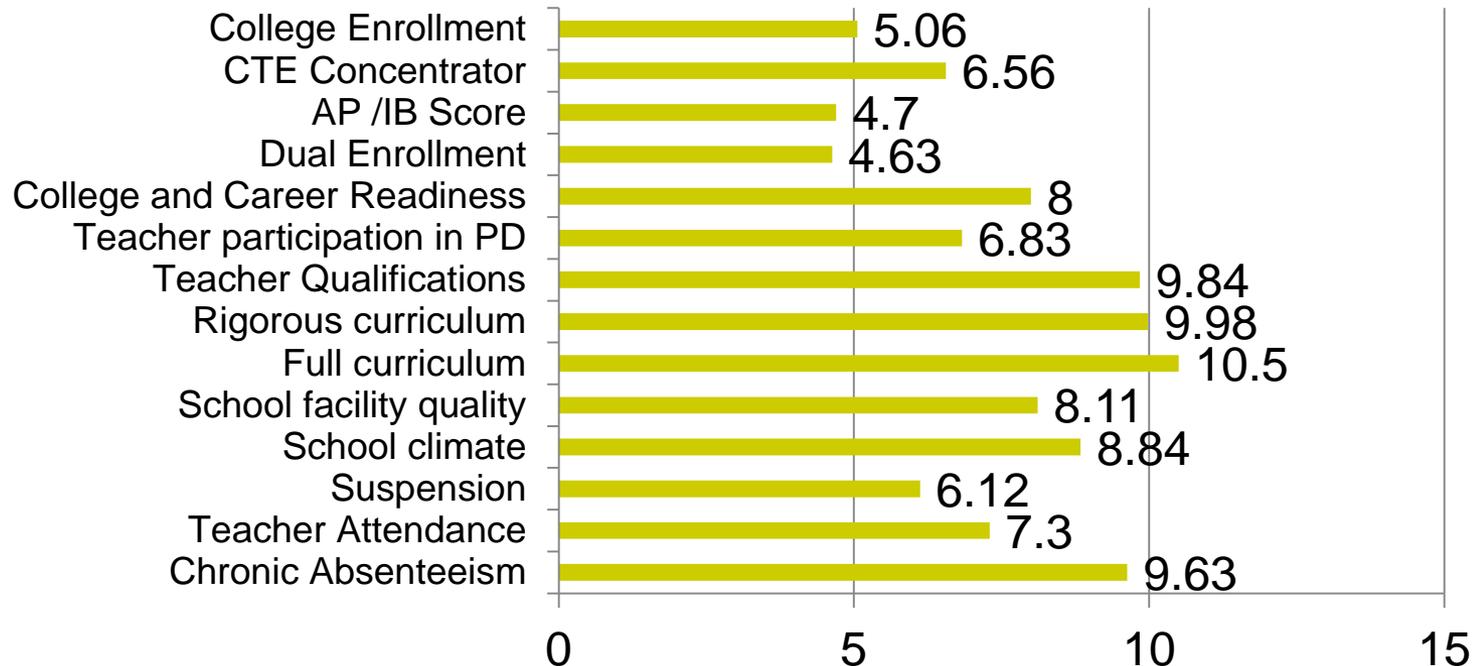
Rank the order of importance for SQSS for E/MS
(n=1,391)



Respondents ranked each measure from 1-9 and then the analysis weighted the responses to determine order of importance

Accountability Feedback

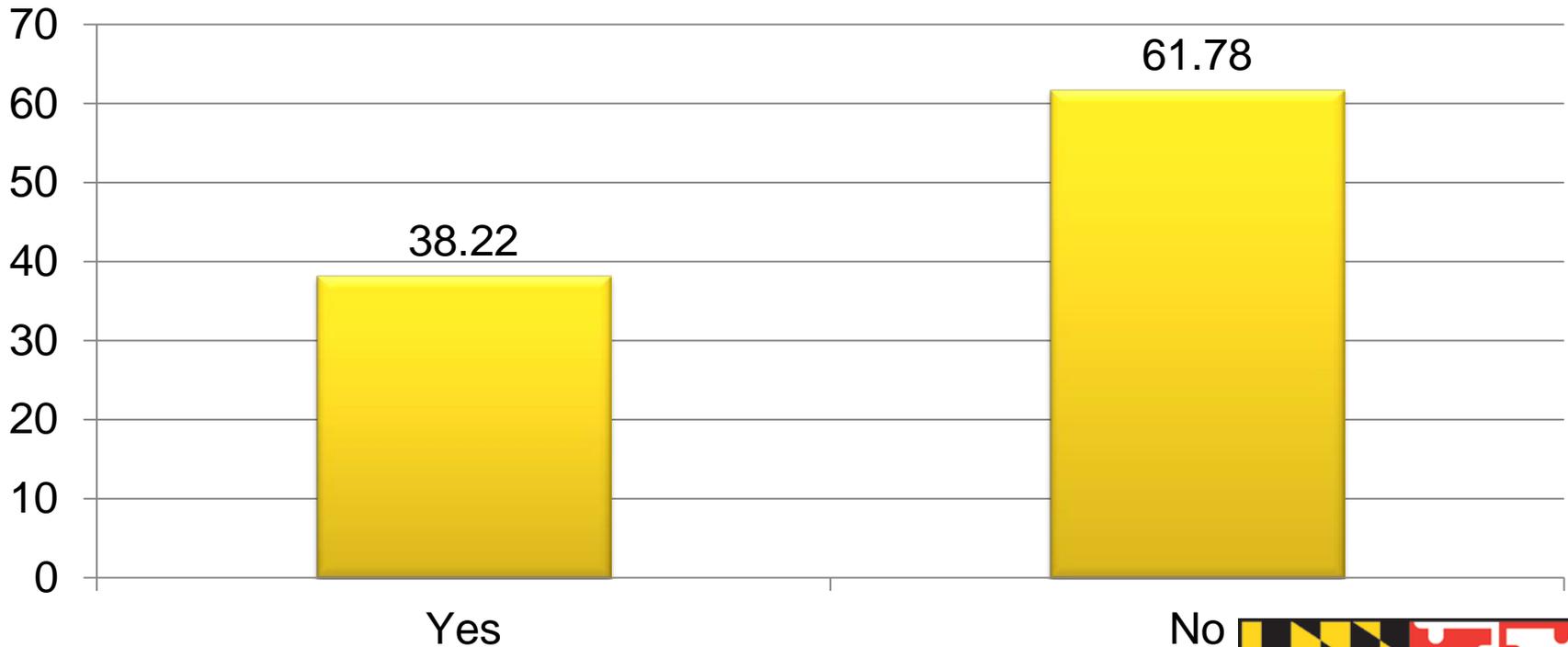
Rank the order of importance for SQSS for HS (n=1,177)



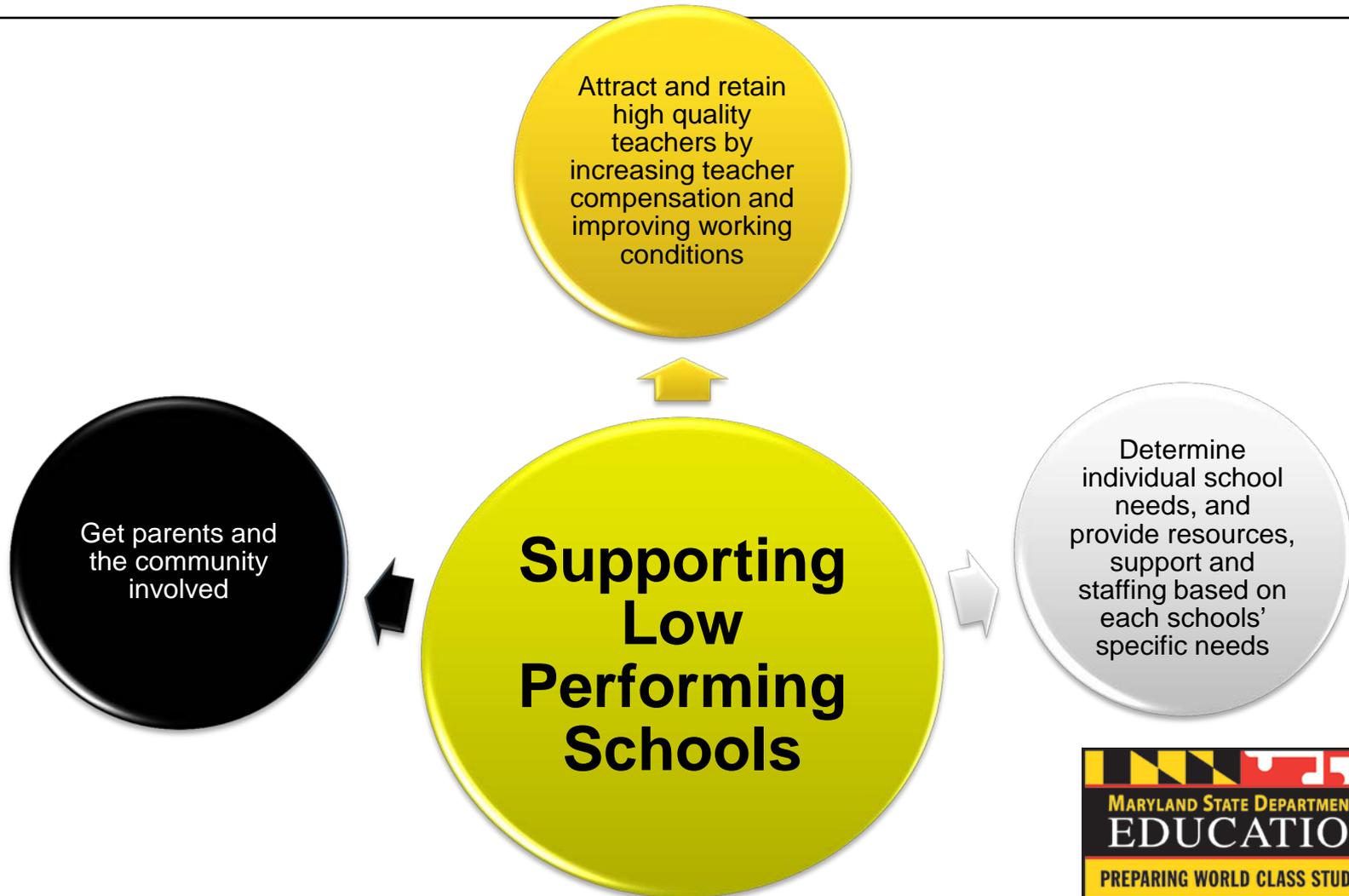
Respondents ranked each measure from 1-14 and then the analysis weighted the responses to determine order of importance

Accountability Feedback

Should Maryland use a summative rating?
(n=1,413)



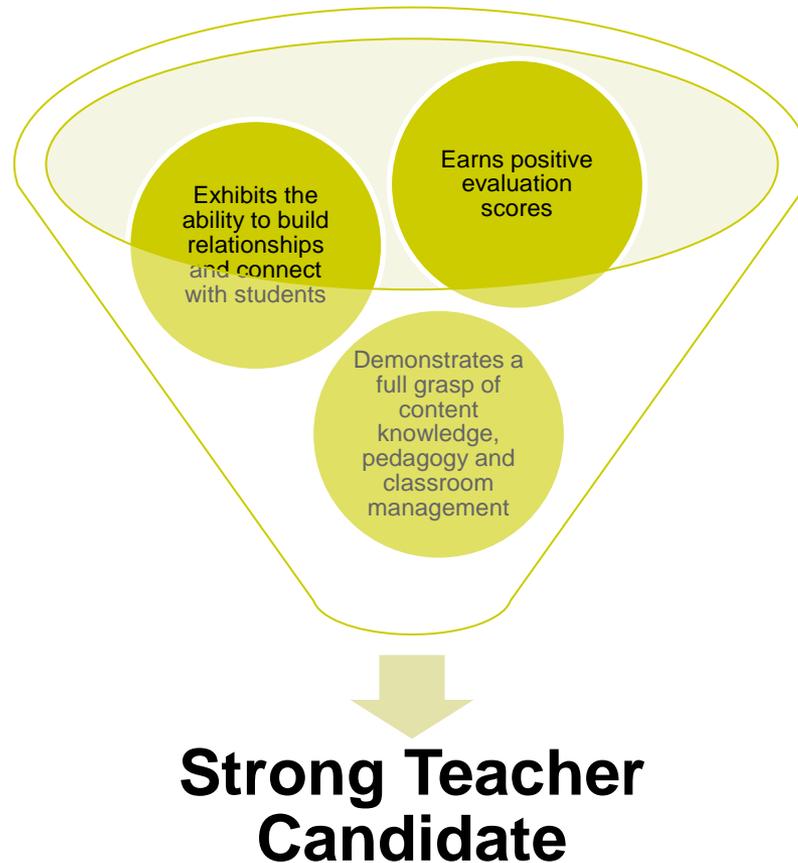
Low Performing Schools



Preparation of Teachers

- Teachers should be prepared through a longer internship and on-going mentoring while employed
- Teachers should be prepared by developing strong teaching and learning skills to meet the diverse needs of students.
- Provide funding/flexibility for continuing education credits

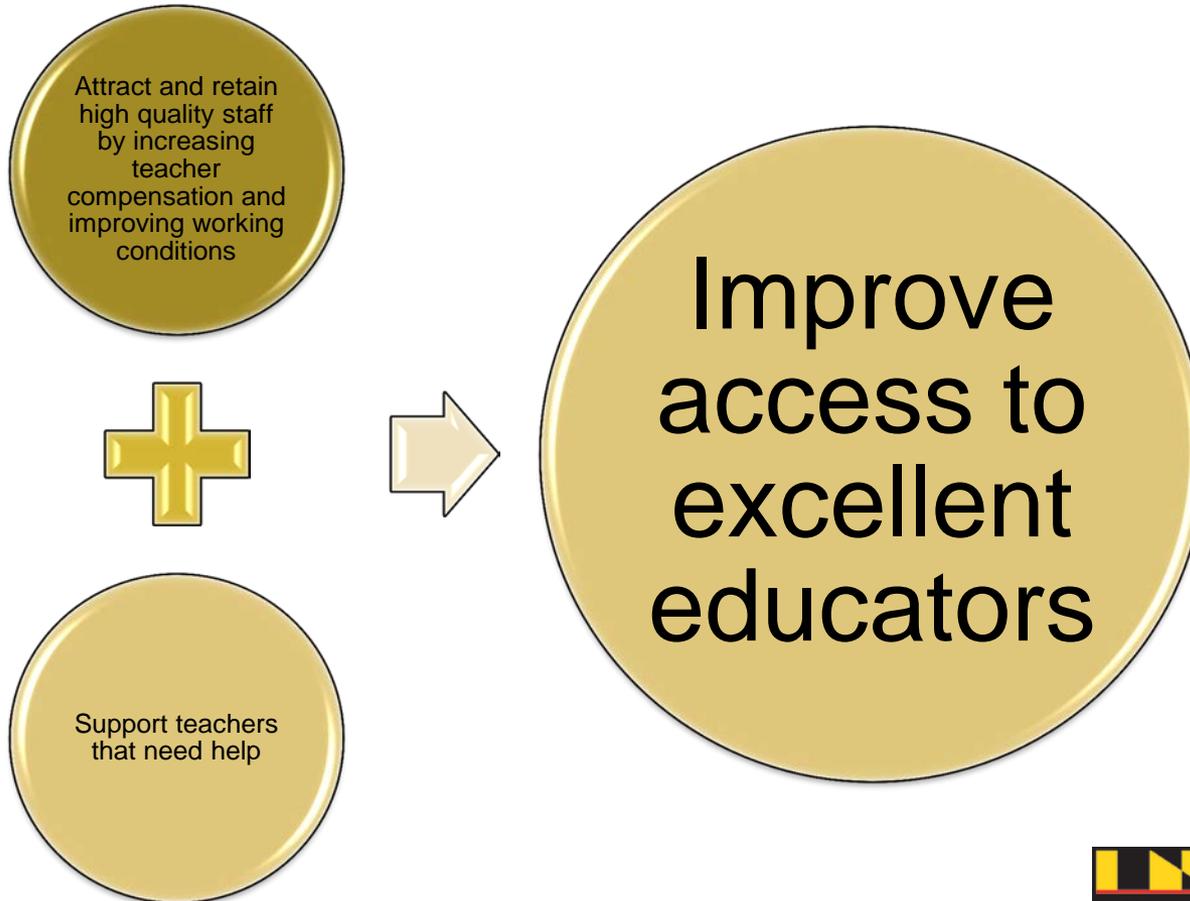
Teacher Preparation - Input



Professional Learning for Educators



Access to Excellent Educators



Consolidated State Plan

- Long-Term Goals
- Academic Assessments
- Accountability, Support, and Improvement for Schools
- Supporting Excellent Educators
- Supporting All Students



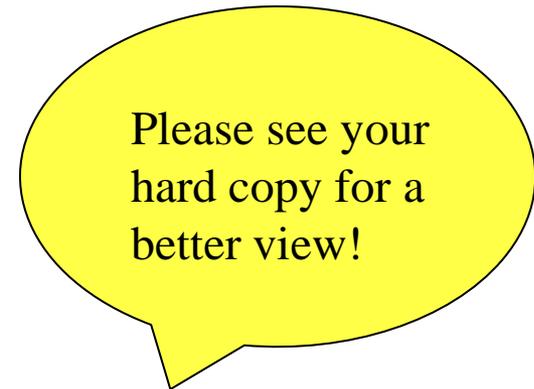
DISCUSSION OF ESSA TIMELINE

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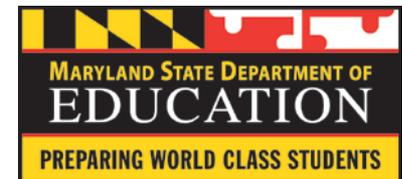
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School Quality Student Success	Academic Outcomes	College and Career Preparedness	
		On-Track in 9 th Grade	
	Access and Opportunity	Access to Effective Teachers*	?
			Well Rounded Curriculum*
	Climate	Removals (Suspension, Expulsion, Disproportionality)*	Social-Emotional Learning (K-12)*
		Chronic Absenteeism (K-12)*	Survey

Maryland Accountability Framework



Consensus on Measures



State Examples- Weighting

Measure	Colorado (Under Discussion- weights are for 2016)	Delaware	Illinois (Exact weights not yet determined)	
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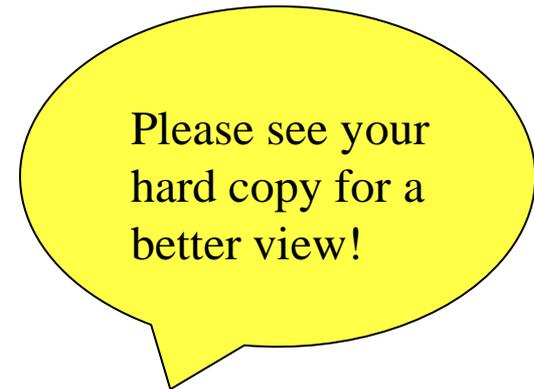
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Maryland Accountability Framework



Consensus on Measures



Academic Achievement Indicator

Measure	Survey	Listening Tours	External Committee
Proficiency for ELA, Math, Science & Govt.	Targets should NOT be set to 100%	Weight percentage based on proficiency; no 100% target; Incorporate Science; Include Government	General consensus on the use of these measures
Performance Level Composite for ELA, Math, Science & Govt.			
Participation for ELA, Math, Science & Govt.			

Academic Progress Indicator

Measure	Survey	Listening Tours	External Committee
Growth (Value Matrix) for ELA & Math	Growth was identified as the most important indicator to include (53.89% of respondents weighted it highest)	Growth identified as most important measure; Consider growth in K-3 to see a baseline of where growth starts; support for growth tied to ELA and Math	Interested in exploring other growth measures
Growth (SGP) for ELA & Math			
Growth K-3*			Support for study of K-3 growth measure

Graduation Rate Indicator

Measure	Survey	Listening Tours	External Committee
4-Year Adjusted Cohort Graduation Rate		This is an important area and should be weighted highly	Consensus on both 4-year and 5-year adjusted graduation rates
5-Year Adjusted Cohort Graduation Rate		Students should be given an extra mark for remaining in school and graduating in 5 years	
6-Year Adjusted Cohort Graduation Rate*			Consensus to study the addition of 6-year

English Language Proficiency Indicator

Measure	Survey	Listening Tours	External Committee
Progress Towards English Language Proficiency (K-12)		Do not measure by same standard as Academic Achievement and give elementary WiDA at end of school year	Consensus for K-12

School Quality/Student Success Indicator

	Measure	Survey	Listening Tours	External Committee
Academic Outcomes	College and Career Preparedness		% of college acceptance; CTE certification; military and work placements	Consider moving Academic Outcomes to the Academic Achievement Indicator; Include the rigorous high school data that is already collected; Consider adding community college programs for student with disabilities for the post secondary data; Investigate labor/workforce data; Add and define Dual Enrollment; Support for On-Track in 9 th Grade
	On-Track in 9 th Grade			

School Quality/Student Success Indicator continued...

	Measure	Survey	Listening Tours	External Committee
Access and Opportunity	Access to Effective Teachers*		Access to fully certified teachers	
	Well-Rounded Curriculum*	Prioritized this measure the highest	Include civic education; fine arts; science/engineering, physical education; library, media and world languages	Investigate and define inclusion of data on art and other subjects related to well-rounded curriculum

School Quality/Student Success Indicator continued...

	Measure	Survey	Listening Tours	External Committee
Climate	Removals, (Suspensions, Expulsion, and Disproportionately)*		Concerns about schools not reporting but want included	Caution on unintended consequences
	Chronic Absenteeism (K-12)*	Second highest level of support	Important part of school quality	Supported the measure
	Social-Emotional Learning (K-12)*		Access to counselors; Include bullying/harassment; support for basic needs	
	Survey *		Safe school climate important and should be high priority	Support for climate survey and leveraging the work of LEAs



Further Discussion