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: Lillian M. Lowery, Ed.D.

DATE: February 24, 2015

SUBJECT: ESEA Flexibility Renewal Request

PURPOSE:

The purpose of this agenda item is to provide an update on Maryland's request to the United States Department of Education (USED) for a renewal to the Elementary and Secondary Education Act (ESEA) Flexibility Waiver.

PROCESS:

In November 2014, USED released guidance for States to apply for a three or four year renewal of their ESEA Flexibility plan (Maryland qualified to request a three year renewal). This application must be submitted to USED by March 31, 2015. The renewal would last through the 2017-18 school year unless Congress reauthorizes ESEA/NCLB.

MSDE has an established ESEA Renewal stakeholder committee, co-chaired by Dr. Jack Smith and Penelope Thornton Talley, Esq., which has been meeting to guide this work (started meeting in October 2013 for the first Extension of 2014-2015). This group is developing a renewal plan which will be presented to the State Board of Education for approval on March 24, 2015. The draft will be posted on MSDE's website, shared with the General Assembly, and shared with various stakeholder groups for comments before the final review by the State Board in March.

CONTENT:

ESEA contains four principles.

Principle 1 focuses on College and Career Ready Standards and Assessments. Maryland must update its currently approved ESEA flexibility request to describe how it will continue to ensure that all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the State Education Agency (SEA) will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

To this end, the ESEA Flexibility Renewal leadership team has worked across the agency with the Division of Curriculum, Assessment, and Accountability (DCAA), the Division of Early Childhood Development (DECD), the Division of Student, Family, and School Support (DSFSS), the Division of Special Education/Early Intervention (DSEEI), the Division of Career and College Readiness (DCCR), and the Division of Academic Policy and Innovation (DAPI). Collaboration among these divisions allowed MSDE to explain much of what Maryland has done to support educators in the transition to the Maryland College and Career-Ready Standards in the past three years. The renewal request also describes what Maryland will continue to do moving forward. Initiatives include: College and Career-Ready conferences in summer 2015, support visit symposiums regionally to assess needs and provide professional development, continued meetings with the Local Education Agency (LEA) content supervisors and leaders of instruction, Student Learning Objective (SLO) training as an instructional resource, specific initiatives to support students with special needs, and the continued development of transition courses between K-12 and higher education.

Principle 2 includes the State-Developed Systems of Differentiated Recognition, Accountability, and Support, a description of the State's process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition, accountability, and support as well as the identification and support of Priority, Focus, Reward and Approaching Target Schools.

The Maryland State Department of Education (MSDE) staff has been collaborating with LEA representatives over the past several months to build an accountability framework that not only incorporates College and Career Readiness (CCR), Growth, Gap, Proficiency and School Culture, but also aligns our state needs and the federal requirements. Due to the implementation of PARCC Assessments in the 2014-2015 school year, the accountability system will begin with 2015-2016 as a baseline year. Over the next several years the accountability system will be phased in and ultimately will differentiate based on multiple years in order to differentiate on both performance and progress over time.
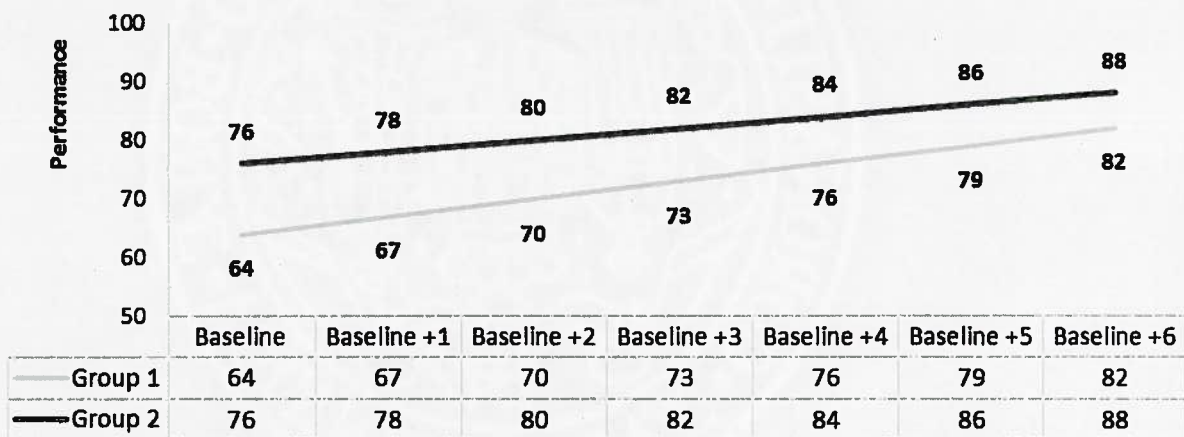
After careful consultation with our stakeholder group and staff at MSDE, there are several changes that are being proposed for recommendation to be incorporated into a revised accountability system for the State.

1. *Scaled points per student:* PARCC Performance Levels on Assessments range from 1 to 5 with 5 being the highest score which is a change from the Advanced/Proficient/Basic that was used in the MSA assessments. To incentivize improvement at all levels the recommendation is to assign points to each student participating in a state assessment with partial credit available for Moderate or Partial command and extra points for distinguished command. Separate Group Scores are generated separately for ELA, mathematics, science, and government as well as at the state, LEA, school, and student group levels.

Performance Level	Performance Level Description*	Points per Student
5	*Distinguished Performance*	125
4	*Strong Performance*	100
3	*Moderate Performance*	75
2	*Partial Performance*	50
1	*Minimal Performance*	0

* *Performance Level Description are provided from PARCC and are Draft Descriptions*

2

2. *Flexibility for the LEAs.* Maryland has very engaged LEAs and MSDE is recommending that the accountability system provide the LEAs an opportunity to identify school culture indicators that are measurable, actionable and relevant to their geographical and demographic needs within their jurisdiction. Nationwide there is a growing conversation around the importance of school climate and culture in the success of schools.

3. *Focus on Reducing Performance Gaps:* Annual Measurable Objectives (AMOs) will be set during the baseline year and will require greater progress for students' furthest behind. MSDE is committed to ensuring that LEAs and schools attend carefully to the performance of individual subgroups. AMOs will continue to be determined for all student groups. Under consideration is a high needs student group for classification into our High or Moderate Performing Groups (see #4) and which would remove a frequent stakeholder criticism of accountability systems in that it will eliminate multiple-counting of individual students who may be classified into multiple student groups. The combined student group would include (Free and Reduced Meals, ELL, former ELL and Special Education Students). Below is an example of how performance gaps will be reduced over time with baseline meaning the 2015-2016 school year, baseline +1 meaning the 2016-2017 school year and so forth).

	Baseline	Baseline +1	Baseline +2	Baseline +3	Baseline +4	Baseline +5	Baseline +6
Group 1	64	67	70	73	76	79	82
Group 2	76	78	80	82	84	86	88

4. *Differentiation of the Schools.* Over the past several years, schools have been differentiated into 1 of 5 levels or Strands with 1 being the highest performing schools. After careful consultation MSDE is recommending that schools and LEAs be differentiated into levels that are determined not only on performance in a given year, but also on progress over time. In 2015-2016, differentiation will be based on performance using a single year of data due to the implementation of PARCC. As more data is available, progress will be phased in. In the table below areproposed categories with a brief description.

Category	Description*
High Performing	High Performing. Meets or exceeds state-wide goals and targets.
• Exemplary (Subset of High Performing)	• High Performing, High Growth, High Progress.
Moderately Performing and Progressing	Do not meet the criteria for High Performing. Targets are not all met; however, there is demonstrated progress over time.
Low Performance and Progress	Having one or more of the lowest performing groups in the state over one or more years. Schools do not otherwise meet the criteria for Priority Schools.
• Focus Schools (Subset of Low Performance)	Ten percent of Title I schools with the largest gaps between the highest performing and lowest performing subgroups.
Underperforming	Among the lowest performing and least improving in the state.
• Priority Schools (Subset of Underperforming)	Five percent of the lowest performing Title I schools in the State.
• Chronically Underperforming (Subset of Underperforming)	Underperforming for multiple years.

* Year 1 and 2 will determine Performance and Progress with limited years of data.

The second part of Principle 2 includes the identification and support/recognition and exit criteria for Priority, Focus, Reward and Approaching Target Schools. The identification of each of these categories is federally defined.

MSDE has convened a working group with inter divisional representation from across the agency to determine what supports are already being offered and what supports need to be offered to Priority, Focus, and other low performing schools and develop a plan to align all of these efforts for a more comprehensive approach to providing support for these schools. These approaches include working with the Breakthrough Center to provide direct support to the Priority Schools and collaborating with DSEEI and DCAA to provide more direct support to Focus Schools in the areas of Special Education and English Language Learners, the areas responsible for the gap. This team will also develop a support structure to work with the LEAs to assist low performing schools that may be consistently missing targets (both Title I and non-Title I schools). MSDE is still reviewing the exit criteria for Priority and Focus Schools but the current plan is to exit them with the same criteria that were used to identify them.

Regarding Reward Schools, MSDE is working with the Title I office to align the definition and recognition of Reward Schools with the definition of Distinguished Title I schools. No revisions have been made to the current recognition system for these schools.

Principle 3 contains the State's plans for Teacher and Principal Evaluation. The State must commit to implementing teacher and principal evaluation and support systems that use multiple measures of performance, including student growth, as a significant factor. These systems must include other factors in addition to student growth, such as measures of professional practice (e.g., observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys). These systems must be used to guide professional development for teachers, as well as identify excellent teachers.

After five years of developmental work around teacher and principal evaluation, Maryland remains firmly committed to the belief that evaluation serves as the vehicle for improving the instructional

craft of teachers and the leadership skills of principals. The State further supports the significant role of Student Growth and the traditional role of Professional Practice as measures that contribute to both the development and accounting of educator effectiveness. With attention to multiple quantitative and qualitative measures, Maryland's educator evaluation models are intended to attribute student performance to the work of the teacher and the principal and to ultimately affect the continuous professional development of each.

Currently, fifty percent of the Maryland Teacher Framework is structured around Professional Practice and at a minimum requires LEAs to include component measures in Planning, Instruction, Classroom Environment, and Professional Responsibilities. The State teacher model weighs these components equally at 12.5%. Fifty percent of the Maryland Principal Framework is structured around 12 domains taken from the Maryland Instructional Leadership Framework (8) and the Inter-State Leadership Licensure Collaborative (4). The State principal model requires a minimum 2 percent and a maximum of 10 percent value for each domain with the variance reflecting individual principal developmental needs. In both the Teacher and Principal Models, LEAs have flexibility to include additional components/domains or evaluation methodologies based on local priority interests and to weigh the component and/or domains accordingly.

Currently, fifty percent of the Maryland Teacher Framework is structured around Student Growth and requires 20 percentage points translated from the State's annual reading and math assessments (gr. 4-8) or from a High School Assessment (HSA) informed Student Learning Objective or from a School Progress Index (SPI) informed Student Learning Objective; 15 percentage points from an LEA or school level Student Learning Objective; and 15 percentage points from a classroom level Student Learning Objective. Fifty percent of the Maryland Principal Framework is structured around Student Growth and requires 20 percentage points translated from the State's annual assessments in reading and math (gr. 4-8) or from a Student Learning Objective informed by HSAs and AP Scores, SPI indicators, or similar measures; 10 percentage points from a translation of the SPI; 10 percentage points from an LEA level Student Learning Objective; and 10 percentage points from a school level Student Learning Objective. In both the Teacher and Principal Models, LEAs have flexibility to use state approved local measures outside of the required translations of annual student assessment and the SPI.

Maryland annually reports educators as Highly Effective, Effective, or Ineffective. LEAs are afforded local flexibility in executing annual teacher and principal effectiveness ratings and in determining and defending their methodology for differentiating between rating levels. Maryland is committed to the understanding that Effectiveness Ratings and the performance trends within those ratings should contribute to personnel decisions at the local level. While the State adheres to the fundamental belief that evaluation is primarily a means to improving educator performance, it accepts that rating measures over time will contribute to decisions about promotion, tenure, corrective actions, and dismissal. The State recognizes that the translation of student assessments into Student Growth measures in reading and mathematics cannot be accomplished until June 2016; deferring its earliest application in evaluations until fall 2016.

ACTION:

For information only.

ESEA Renewal

Maryland State Board of Education

February 24, 2015

Jack Smith

Chief Academic Officer

Penelope Thornton Talley

Chief Performance Officer

Principles of ESEA Flexibility

Transitioning to college- and career-ready standards and assessments (Principle 1)

Developing systems of differentiated recognition, accountability, and support (Principle 2)

Evaluating teacher and principal effectiveness and support improvement (Principle 3)

Reducing duplication and unnecessary burden (Principle 4)

ESEA Renewal

- A commitment to continue all work done under ESEA Flexibility
- A review of what we will do in the next 3 years
  - SY 2015-2016, 2016-2017, 2017-2018
- This is not a look back, but a look forward

Principle 1: College- and Career-Ready Expectations for All Students

- College and Career-Ready Expectations for all students

    - Maryland College and Career-Ready Standards implemented in all schools 2013-2014 school year

    - Partnership for the Assessment of Readiness for College and Careers (PARCC) administered in all schools in 2014-2015 school year

Principle 1- Moving Forward

- ☐ College and Career-Ready conferences in summer 2015

- ☐ Support visit symposiums regionally to assess needs and provide professional development

- ☐ Continued meetings with the LEA content supervisors and leaders of instruction

- ☐ Student Learning Objective (SLO) training as an instructional resource

- ☐ Continued development of transition courses between K-12 and higher education
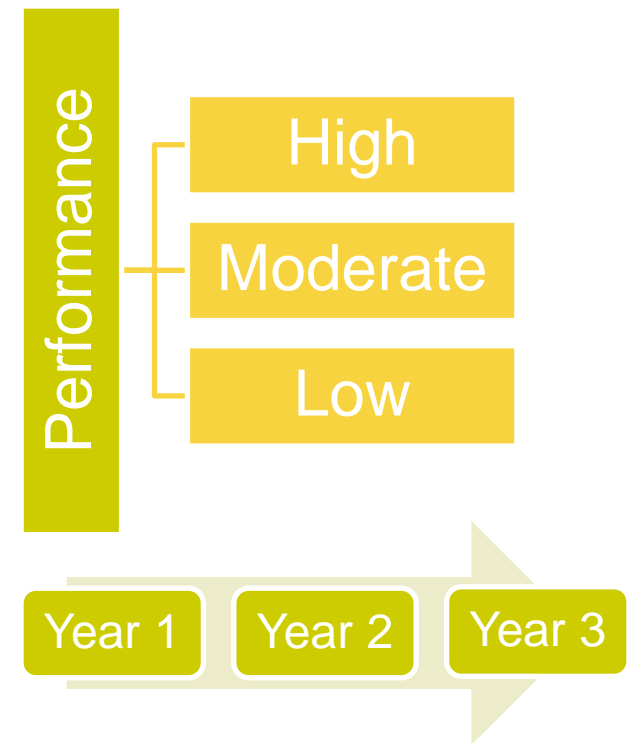
Principle 1- Special Subgroups

- Communities of Practice for Specialized Educators
- Tier of supervision (Universal, Targeted, Focused or Intensive) for level of engagement focused on building local capacity to improve results of students receiving special education services
- ELL Specific sessions at the College and Career Ready Conferences
- Dedicated space on Blackboard for resources to support specialized educators

Phasing in PARCC

- **2014-2015**
  - Algebra I
  - Algebra II
  - English 10
- **2015-2016 Tentative Plans**
  - Add:
    - English 11
- **Future Considerations:**
  - Geometry
  - English 9

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

- Schools and LEAs will be held accountable for the performance on core values.

- Performance will be calculated based on the core value results available for each year.

- Progress will not be available until 3 years of data are available in 2017-2018

Performance

High

Moderate

Low

Year 1 | Year 2 | Year 3

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Principle 2: Proposed Phased Implementation

School Year 2015-2016	School Year 2016-2017	School Year 2017-2018
Identify Schools Winter 2016	Identify Schools Fall 2016	Identify Schools Fall 2017
Data: 2014-2015	Data: 2014-2015 2015-2016	Data: 2014-2015 2015-2016 2016-2017
Core Values: Achievement, College and Career	Core Values: + Growth +School +AMOs	+Progress

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Principle 2: Proposed Changes with ESEA Flexibility

Description	School Progress Index	Change
Measurement of Student Proficiency On Assessments	Percent Proficient/ Advanced	To incentivize improvement at all levels and reward continuous improvement, points are earned depending on the PARCC proficiency level or scale score. Opportunity for both extra and partial credit
School Culture	N/A	Provide LEAs an opportunity to identify school culture indicators that are measurable, actionable and relevant to their geographical and demographic needs within their jurisdiction.
Methodology for Differentiation of schools	Strands 1-5	Schools and LEAs will be differentiated into High, Moderate, Low and Underperforming.
Measures		Addition of Government Assessment Addition of Dual Enrollment

Principle 2: Achievement

The PARCC Performance Levels range from 1 to 5 with 5 being the highest score. To incentivize improvement at all levels and reward continuous improvement, Maryland is proposing to assign points to each student participating. An average will be determined for each LEA, school and student group.

Performance Level*	Performance Level Description	Points per Student
5	Distinguished Performance	125
4	Strong Performance	100
3	Moderate Performance	75
2	Partial Performance	50
1	Minimal Performance	0

Maryland will perform standard setting fall 2015 and performance level and/or scale score ranges will both be considered.

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Principle 2: Differentiation

High Performing

Moderate Performing

Low Performing

Underperforming

Meets or Exceeds Statewide, LEA and School Targets.

Targets are not all met.

Lowest performing schools in the state. Consistently demonstrating no progress. Gap narrowing targets not met.

Chronically Low Performing

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Principle 2

- Annual Measurable Objectives (AMOs) will not be determined for this renewal

- New Priority, Focus and Reward Schools will be determined in January 2016

- Agency Wide plan for supports for Priority and Focus Schools (and ultimately all schools)

- Exit Criteria for Priority and Focus Schools will be "what gets you in, gets you out"

Recognizing and Supporting All Schools

Exemplary Schools

- **SEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Title I
- **LEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Data Analysis

I. High Performing Schools

- **SEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Title I
- **LEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Data Analysis

II. Moderately Performing Schools

- **SEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Title I
- **LEA (ALL OPTIONAL)**
  - General Options
  - Professional Learning
  - Professional Development
  - Data Analysis

III. Low Performance and Progress and Focus Schools

- **SEA**
  - General Options
  - Professional Learning (Required for Focus Schools)
  - Professional Development
  - Title I (Required for Focus Schools)
  - Early Childhood (Where appropriate)
- **LEA**
  - General Options
  - Professional Learning (Required for Focus Schools)
  - Professional Development
  - Data Analysis (Required for Focus Schools)

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IV. Underperforming Schools

- Chronically Underperforming Schools

- Priority Schools

- **SEA**
  - General Options
  - Professional Learning (Required for Priority Schools)
  - Professional Development
  - Title I (Required for Priority Schools)
  - Early Childhood (Where appropriate)
- **LEA**
  - General Options
  - Professional Learning (Required for Priority Schools)
  - Professional Development
  - Data Analysis (Required for Priority Schools)

Note: All supports for non-Title I schools are optional at this time because the accountability model is still under development. Once the model has been complete, some supports will remain optional and others will become mandatory. Maryland will revisit these supports upon amendment of the accountability model.

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Menu of Supports (Example)

Professional Learning

- Options:
  - Standards Based Individualized Education Plan (IEPs)
  - Data Analysis Workshop- Such as Classroom Focused Improvement Process (CFIP)
  - Differentiated Instruction
  - Lesson Planning
  - Collaboration
  - Sheltered Instruction Observation Protocol (SIOP)
  - Specialized Instruction
  - Universal Design for Learning (UDL)
  - Targeted Student Learning Objectives (SLOs)
  - Co-teaching
  - Other Topics based on a Needs Assessment
- Method:
  - Create Communities of Practice to Share Resources and Best Practices
  - Webinars
  - Conduct an Educator Symposium and/or EdCamp for an Individual School
  - Face to Face Sessions
  - Teleconferences

Principle 3: Supporting Effective Instruction and Leadership

1. ## Professional Practice

   Teachers
   Planning & Preparation
   Instruction
   Classroom environment
   Professional Responsibilities

   Principals

   8 Maryland Instructional Leadership Framework Domains

   4 Inter-State Leadership Licensure Consortium Domains (ISLLC)

2. ## Student Learning Objectives (SLOs)

3. ## Test Score Translation

4. ## Use of New State Accountability Measure

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Professional Practice		
SY 2015-2016	**SY 2016-2017**	**SY 2017-2018**
<u>50% Professional Practice</u>	<u>50% Professional Practice</u>	<u>50% Professional Practice</u>
October 2014 – June 2015 1. Conduct year-one Component performance and contribution analysis (MACC@WestEd 2/24/15) 2. Identify correlations of interest for year-two (3/4 & 3/5 Sustainability Convening)	October 2015 – June 2016 1. Conduct year-two Component performance and contribution analysis 2. Make adjustments to Professional Practice Components	Annual Study and Refine Component measures

Student Learning Objectives (SLOs)

SY 2015-2016	SY 2016-2017	SY 2017-2018
50% Student Growth	50% Student Growth	50% Student Growth
October 2014 – June 2015 1. Conduct year-one SLO performance and contribution analysis (CTAC Annual Report 9/27/15 Real Progress in Maryland & MSDE SLO Progress Survey Results (2/24/15) 2. Identify correlations of interest for year-two (CTAC Annual Review April & May 2015 and March 3-4 Sustainability Convening)	October 2015 – June 2016 1. Conduct year-two SLO performance and contribution analysis 2. Make adjustments to SLO Components	Annual Study and Refine SLOs

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Test Score Translation

SY 2015-2016	SY 2016-2017	SY 2017-2018
<u>50% Student Growth</u>	<u>50% Student Growth</u>	<u>50% Student Growth</u>
March 2014 – June 2015	March 2015-August 2016	Annual
1. Administer year-one PARCC Assessments 2. Report results 3. Set baseline Student Growth Points 4. Determine how to use PARCC data to inform year-two SLOs	1. Administer year-two PARCC Assessments 2. Report Results 3. Reconstruct Maryland Tiered Assessment Index Translation of Growth Measures 4. Calculate Growth Measures 5 Determine application of Growth Measure in Evaluation 6. Make informed adjustments to State and local Models	Apply and refine Assessment Translation Decision to Evaluation

Assessment Decision Required

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Use of State Accountability Measures (SPI)

SY 2015-2016	SY 2016-2017	SY 2017-2018
50% Student Growth	50% Student Growth	50% Student Growth
November 2014–June 2015	July 2015-August 2016	Annual
1. Develop new State Accountability measure (ESEA Renewal March 31, 2015) 2. Set baseline Accountability measures	1. Collect year-two accountability measures 2. Calculate progress measures 3. Determine evalua... values and param... 4. Apply to principa... teacher evaluatio... 5. Make informed decisions about use in evaluation	Apply and refine Accountability Measure translation decision to Evaluation

Accountability Measure Decision Required

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Principal Evaluation…

As applicable, will follow the same design parameters and timelines

Strengths of Maryland's Response to Principle 3

- Honors commitments made in spring 2014
- Complies with existing legislation
- Allows flexibility for the State and the LEAs to learn together and to inform decisions and direction at critical points on the timeline
- Comports with requirements from USED

Tentative Timeline

- Consultation = Ongoing
- Committee of Practitioners = February 19, 2015
- State Board Review = February 24, 2015
  - General Assembly = February 24, 2015
  - Public Posting (2 weeks) = February 24, 2015- March 10, 2015
- Revised Documents to the State Board and the General Assembly= March16, 2015
- Board Approval = March 24, 2015
- Submission to USDE = March 31, 2015

Questions?

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SY 2014-2015	SY 2015-2016		SY 2016-2017		SY 2017-2018

Oct.-June

1. Conduct year one Component performance and contribution analysis
2. Identify correlations of interest for year two

50% Professional Practice

Four Component measures
1. *Planning & Preparation*
2. *Instruction*
3. *Classroom Environment*
4. *Professional Responsibilities*

(Counts for personnel decisions)

Oct.-June

1. Conduct year two Component performance and contribution analysis
2. Make adjustments to Professional Practice Components

50% Professional Practice

Four Component measures
1. *Planning & Preparation*
2. *Instruction*
3. *Classroom Environment*
4. *Professional Responsibilities*

(Counts for personnel decisions)

Annual

Study and Refine Component measures

50% Professional Practice

Four Component measures
1. *Planning & Preparation*
2. *Instruction*
3. *Classroom Environment*
4. *Professional Responsibilities*

(Counts for personnel decisions)

Oct.-June

1. Conduct year one SLO performance and contribution analysis
2. Identify correlations of interest for year two

50% Student Growth

30%

- *One or more SLO*
- *Approved Local measures*

(Counts for personnel decisions)

Oct.-June

1. Conduct year two SLO performance and contribution analysis
2. Make adjustments to SLO Components

50% Student Growth

- *One or more SLO*
- *Approved Local measures*

(Counts for personnel decisions)

Annual

Study and Refine SLOs

50% Student Growth

- *One or more SLO*
- *Approved Local measures*

(Counts for personnel decisions)

Mar.-June

1. Administer year one PARCC Assessments
2. Report results
3. Set baseline Student Growth Points
4. Determine how to use PARCC data to inform year two SLOs

20%

- Use of 2015 PARCC assessments to inform district or school level SLO for application to Spring 2016 evaluations

(Informs personnel decisions)

Mar.-Aug.

1. Administer year two PARCC Assessments
2. Report Results
3. Reconstruct MTAI Translation of Growth Measure
4. Calculate Growth Measures
5. Determine application of Growth Measure in Evaluation
6. Make informed adjustments to State and local Models

Assessment Decision Required

- Translation of 2015 & 2016 PARCC assessments to a growth measure for application in Sept. 2016 as lag measure in Spring 2017 evaluations

(Counts for personnel decisions)

[Serious concerns remain about the State's ability to conduct a thorough investigation of the test score translation methodology and to determine valid adjustments needed to improve the performance of evaluation models by August, 2016.]

Annual

Apply and refine Assessment Translation Decision to Evaluation

- Translation of 2016 & 2017 PARCC assessments to a growth measure for application in Sept. 2017 as lag measure to Spring 2018 evaluations

(Counts for personnel decisions)

Nov.-June

1. Develop new State Accountability measure
2. Set baseline Accountability measures

Use of State Accountability Measures (SPI)

July -June

1. Conduct research and trial applications to validate use in Principal evaluation
2. Conduct research to determine potential use in teacher evaluation

July -June

1. Collect year two accountability measure
2. Calculate progress measures
3. Determine evaluation values and parameters
4. Apply to principal and teacher evaluations
5. Make informed decision about use in evaluation

Accountability Decision Required

- Translation or of new accountability measure into Evaluations

[Serious concerns remain about the State's ability to conduct a thorough investigation of the Accountability measure translation methodology and to determine valid adjustments needed to improve the performance of evaluation models by August, 2016.]

Annual

Apply and refine Accountability Measure translation decision to Evaluation

To be determined