



Maryland Council for Educator Effectiveness

Monday, December 3, 2012

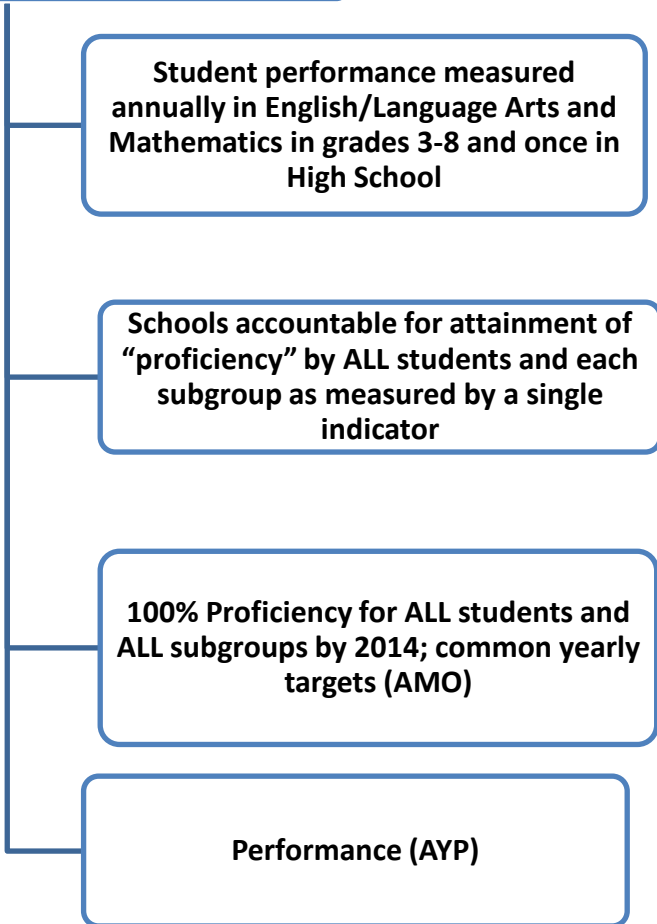
Mary Gable
Assistant State Superintendent
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Maryland State Department of Education

ESEA FLEXIBILITY

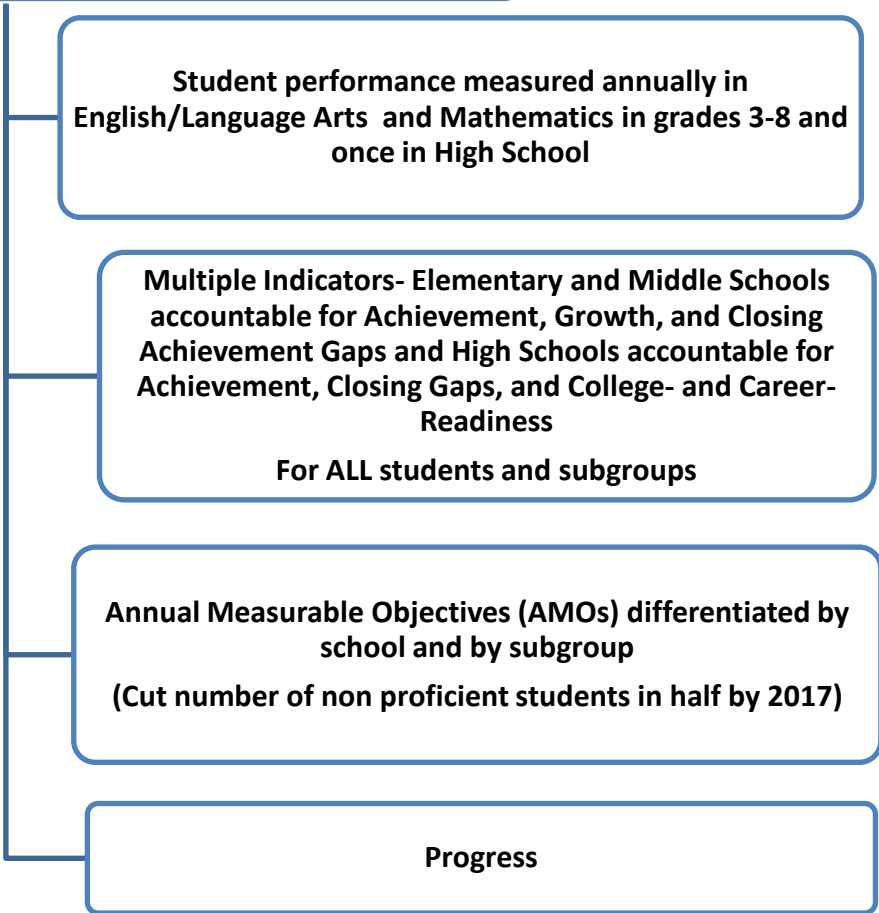
- All schools should improve the learning of all students.
- Schools have different needs and operate in specific contexts - the strategies they adopt for improvement should reflect their needs.
 - School performance targets should reflect the school's history of student performance.
- In order to be effective, all teachers and principals will show they can successfully improve student learning.
 - Student growth is a significant factor (50%) in evaluation.
 - Gains of teams of teachers collectively contribute to student growth
 - All teachers contribute to the growth within a school

Accountability: Changing the Model

NCLB

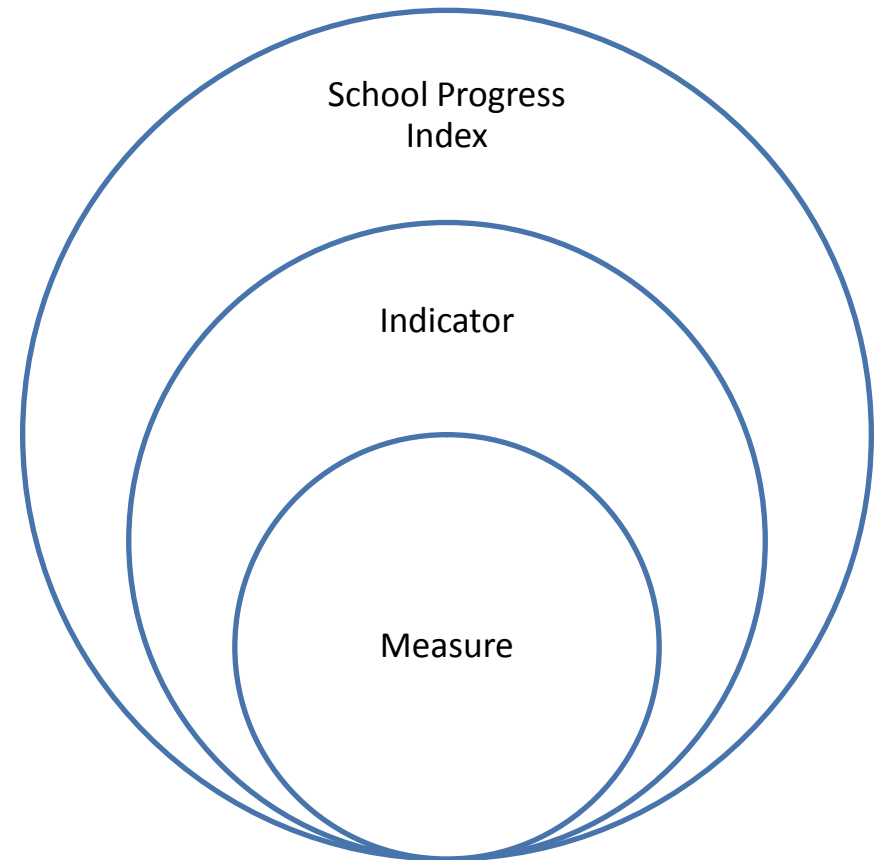


ESEA FLEX



What is the School Progress Index?

- ▶ Continuous scale based on indicators of adequacy:
 - ▶ Achievement (E, M, HS)
 - ▶ Growth (E, M)
 - ▶ Gap Reduction (E, M, HS)
 - ▶ College & Career Readiness (HS)
- ▶ Stakeholder Input (Standard Setting):
 - ▶ Each indicator is individually weighted based on importance in assessing overall school progress
 - ▶ Measures within indicators individually weighted
- ▶ Measured at the Elementary, Middle, and High School Levels (span)
 - ▶ Combined schools with multiple span codes are measured at each level and then combined to create a single score



Maryland School Progress Index

Revised
11/26/12

Grades PreK-8

Meeting
Performance
Targets
(AMO)

Achievement*

30%

- 33.3%- Mathematics Proficiency (MSA)
- 33.3%- Reading Proficiency (MSA)
- 33.3%- Science Proficiency (MSA)

Gap*

40%

Gap between *lowest* subgroup and *highest* subgroup within a school:

- 33.3%- Mathematics Proficiency (MSA)
- 33.3%- Reading Proficiency (MSA)
- 33.3%- Science Proficiency (MSA)

Growth*

30%

Percent of students making one year's growth:

- 50%- Mathematics Proficiency (MSA)
- 50%- Reading Proficiency (MSA)

Grades 9-12

Meeting
Performance
Targets
(AMO)

Achievement*

40%

- 33.3%- Mathematics Proficiency (Algebra/
Data Analysis HSA)
- 33.3%- English Proficiency (English HSA)
- 33.3%- Science Proficiency (Biology HSA)

Gap*

40%

Gap between *lowest* subgroup and *highest* subgroup within a school:

- 20%- Mathematics Proficiency (Algebra/
Data Analysis HSA)
- 20%- English Proficiency (English HSA)
- 20%- Science Proficiency (Biology HSA)
- 20%- Cohort Graduation Rate
- 20%- Cohort Dropout Rate

College-and Career-Readiness*

20%

- 60%- Cohort Graduation rate
- 40%- College and Career Preparation (CCP)
 - Advanced Placement or International Baccalaureate
 - Career and Technology Education (CTE) Concentrators
 - Enrollment in College (2-Year, 4-year, and/or Technical School)

*ALT-MSA is included in the index component

Indicator: Achievement

- Percentage of “all students” group scoring proficient or advanced on Maryland standardized assessments progressing toward targets
- This is about progress, not performance
- PreK-8
 - MSA Math Proficiency
 - MSA Reading Proficiency
 - MSA Science Proficiency
- Grades 9-12
 - HSA Algebra/Data Analysis Proficiency
 - HSA English Proficiency
 - HSA Biology Proficiency

Indicator: Gap Reduction

- Decrease in the performance gap between the highest and lowest performing subgroups
- Gap Score calculated for each subgroup category in each measured area
- PreK-8
 - MSA Math Proficiency
 - MSA Reading Proficiency
 - MSA Science Proficiency
- Grades 9-12
 - HSA Algebra/Data Analysis Proficiency
 - HSA English Proficiency
 - HSA Biology Proficiency
 - 5-Year Adjusted Cohort Graduation Rate
 - 4-Year Adjusted Cohort Dropout Rate

Indicator: Growth

- ▶ The change in student performance for the “all students” group between the current year and prior year

PreK-8

- MSA Math Proficiency
- MSA Reading Proficiency

Indicator: College & Career Readiness (CCR)

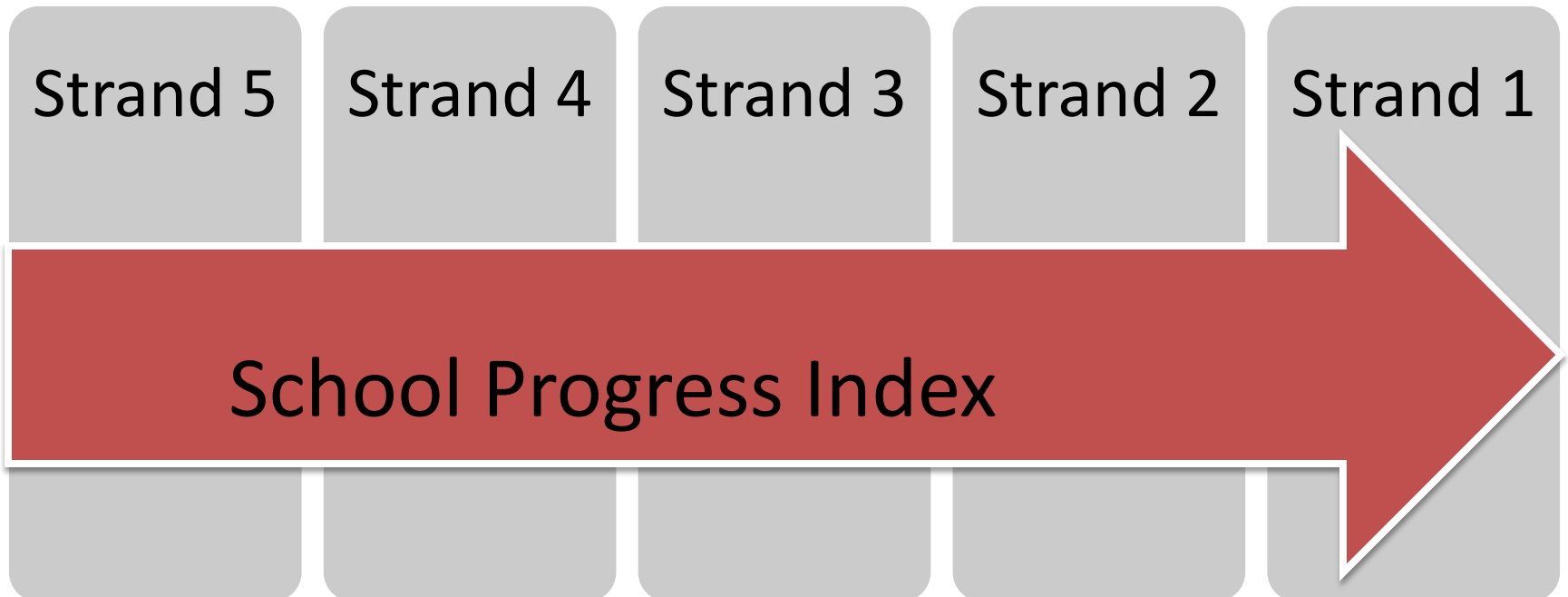
- Met annual targets on measures that assure students are ready for college or career upon graduation
 - 5-Year Cohort Adjusted Graduation Rate
 - College and Career Preparation (CCP)- Students who have exited high school with a Maryland State High School Diploma and meet any one of the following:
 - Advance Placement or International Baccalaureate
 - Earned a score of 3 or greater on an Advanced Placement (AP) exam
 - Earned a score of 4 or greater on an International Baccalaureate (IB) exam
 - Career and Technology Education (CTE) Concentrators
 - Attained advance standing in a State-approved Career & Technology Education program of study
 - College Enrollment
 - Entered a post-secondary institution within 16 months of graduation

SPI Calculation Example

Calculations	Achievement			Gap			Growth	
	Math	Read	Sci	Math	Read	Sci	Math	Read
% of Students who Scored Advanced or Proficient	89.24%	93.72%	65.82%	74.55%	86.24%	66.00%	57.04%	89.63%
÷ AMO	87.57%	87.94%	75.48%	74.92%	78.20%	59.20%	74.06%	84.82%
= Measure PSV	1.0191	1.0657	0.8720	0.9951	1.1028	1.1150	0.7702	1.0567
× Proportional Significance	33.33%	33.33%	33.33%	33.33%	33.33%	33.33%	50%	50%
= Measure Contribution	0.3397	+ 0.3552	+ 0.2906	0.3317	+ 0.3676	+ 0.3717	0.3851	+ 0.5284
= Indicator PSV		0.9855			1.0709			0.9134
× Proportional Significance		30%			40%			30%
= Indicator Contribution		0.2957			+ 0.4284			+ 0.2740
= School Index Progress Scale Value (PSV)								0.9981

Strands

- Strands are designed to categorize schools to provide **support, intervention, and recognition.**



Strand Categorization

Strand	Overall Score	Number of Indicators Met		
		E, M, H	EM, MH, EH	EMH
1	1.0 or greater	All 3	All 6	All 9
2	Greater than or equal to 0.9	2 of 3	4-5 of 6	6-8 of 9
3		1 of 3	2-3 of 6	3-5 of 9
4		0 of 3	0-1 of 6	0-2 of 9
5	Less than 0.9	0-2 of 3	0-4 of 6	0-6 of 9

- Number of Indicators Met includes:
 - indicators where the Percent Proficient of Target for the overall indicator is greater than or equal to 1
 - indicators that were not evaluated due to small population
- E, M, H defines a particular grade span for a school.
 - E – Elementary
 - M – Middle
 - H – High

Some schools may have multiple grade spans (i.e. a school containing grades 6-12 would be a MH school).

SPI Calculation Example

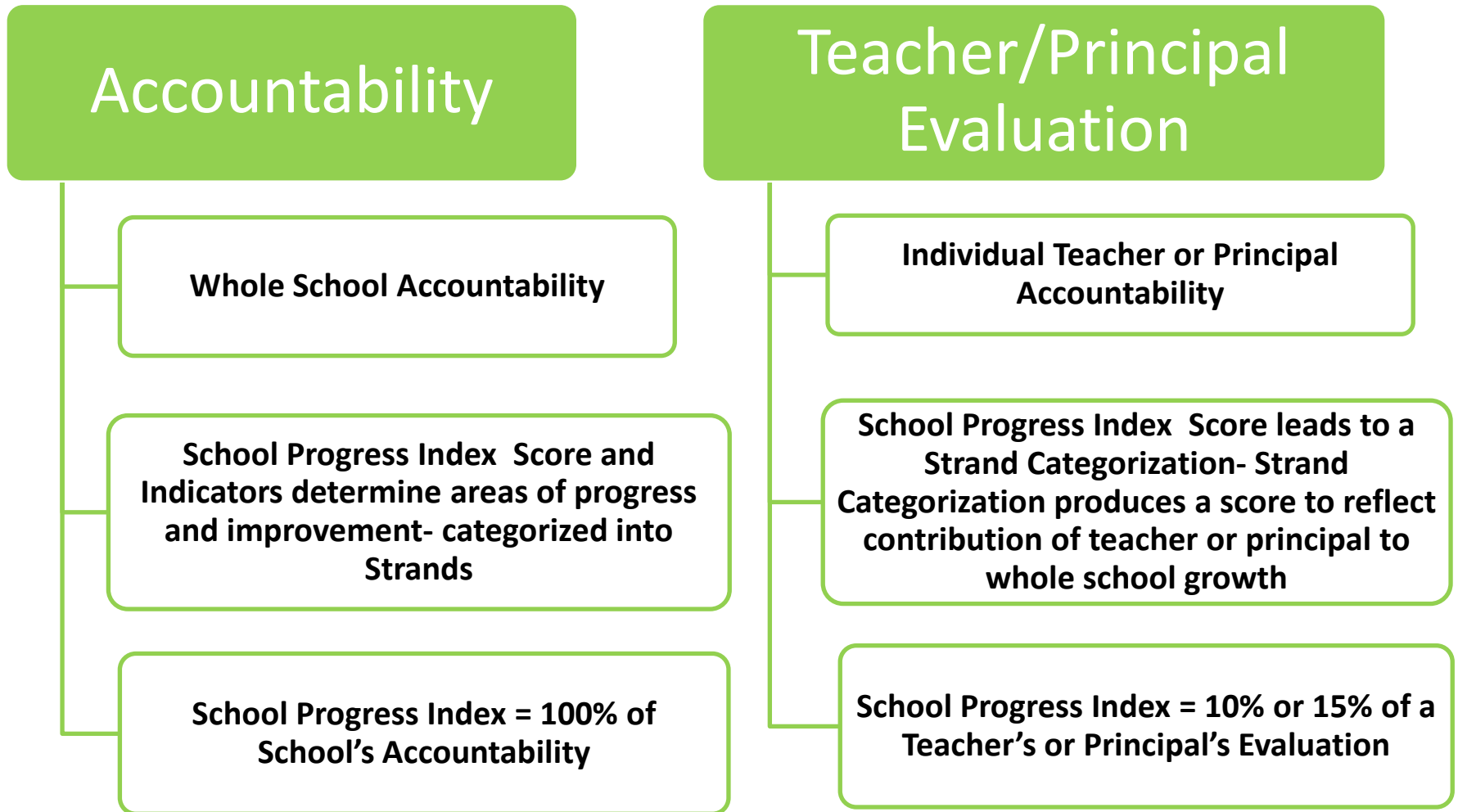
Calculations	Achievement			Gap			Growth	
	Math	Read	Sci	Math	Read	Sci	Math	Read
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Strand for Support, Intervention, and Recognition =3

Accountability: Strand for Support, Intervention, and Recognition

Strand	SEA/LEA
1	The school should be able to identify the professional development and training that can lead to additional improvement in achievement. The LEA may provide this resource or schools can seek training beyond their own LEAs.
2	MSDE will dictate no specific support for schools in Strand 2. It is expected that LEAs will take particular interest in the specific needs in these schools.
3	All schools in Strand 3 will develop School Improvement Plans to be monitored by the LEA. Title I schools that fall into this Strand will be eligible to apply for 1003(a) School Improvement Grant funds.
4	LEAs should look carefully to the existing supports in the schools to determine effectiveness of the current path to improvement. Change will be necessary to address all instruction as well as those ancillary supports, like classroom management training, that can prevent other problems from interfering with instruction.
5	Those Title I schools in this Strand will have access to additional school improvement dollars. For non- Title I schools, the SIG process which provides clear needs assessments and support through the LEA Turnaround offices will continue to be employed.

School Progress Index



State Principal Evaluation Model

Professional Practice

50% Qualitative Measures
12 Domains Each 2-10%

Maryland Instructional Leadership Framework (8)

- School Vision
- School Culture
- Curriculum, Instruction, and Assessment
- Observation/Evaluation of Teachers
- Integration of Appropriate Assessments
- Use of Technology and Data
- Professional Development
- Stakeholder Engagement

Interstate School Leaders and Licensure Consortium (4)

- School Operations and Budget
- Effective Communication
- Influencing the School Community
- Integrity, Fairness, and Ethics

Student Growth

50% Quantitative Measures
As defined below

Elementary/Middle School Principals

- 10% - Reading MSA (School)
and
- 10% - Math MSA (School)
and
- 10% - School Performance Index
and
- 20% - Student Learning Objectives

or

High School Principals

- 15% - School Performance Index
and
- 35% - Student Learning Objectives

or

Other Principals (e.g., Special Center, PreK-2)

- 15% - School Performance Index
and
- 35% - Student Learning Objectives

State Teacher Evaluation Model

Professional Practice

50 % Qualitative Measures
4 Domains Each 12.5%

Planning and
Preparation
12.5 %

Instruction
12.5 %

Classroom
Environment
12.5 %

Professional
Responsibilities
12.5 %

Student Growth

50% Quantitative Measures
As defined below

Elementary/Middle School Teacher Two Content Areas

- 10% - Reading MSA (Class)
and
- 10% - Math MSA (Class)
and
- 10% - School Performance Index
and
- 20% - Student Learning Objectives

or

Elementary/Middle School Teacher One Content Area

- English/Language Arts Teachers:
- 20% - Reading MSA (Class)
and
 - 10% - School Performance Index
and
 - 20% - Student Learning Objectives
- Mathematics Teachers:
- 20% - Math MSA (Class)
and
 - 10% - School Performance Index
and
 - 20% - Student Learning Objectives

or

Elementary/Middle School Teacher Non-Tested Subject

- 15% - School Performance Index
and
- 35% - Student Learning Objectives

or

High School Teacher

- 15% - School Performance Index
and
- 35% - Student Learning Objectives

Teacher/Principal Evaluation – Student Growth

Component	Conversion Technique	Data Source
Reading and/or Math MSA	Value Matrix	Maryland State Department of Education
School Progress Index	Strand Score Converted to TPE score	Maryland State Department of Education
Student Learning Objectives (SLOs)	Defined in pre-conference between educators and evaluators	Local Education Agencies working with Schools

Teacher/Principal Evaluation

Strand	Converted Points from SPI for Teachers (10%)	Converted Points from SPI for Principals (15%)
1	10	15
2	8	12
3	6	9
4	4	6
5	2	3

A Sample Calculation for a Teacher with MSA

	Measure	Percentage Points in State Model	Range of Possible Scores	Teacher's Earned Score	Teacher's Percentage Points
Professional Practice Domains 50%	Planning Preparation	12.5%	1-4	3	9.37
	Instruction	12.5%	1-4	4	12.5
	Classroom Environment	12.5%	1-4	3	9.37
	Professional Responsibilities	12.5%	1-4	2	6.25
Student Growth Multiple Measures 50%	MSA (R or M)	20%	Value Matrix 1-25 → Categories 1-10	8 th Category	16
	SPI/Strand	10%	1-5	Strand 2	8
	SLO 1	10%	33%, 67%, 100% Attainment	Partial (67%)	6.7
	SLO 2	10%	33%, 67%, 100% Attainment	Full (100%)	10
Totals		100%			78.2

Contacts

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