Maryland Council for Educator Effectiveness

Monday, December 3, 2012

Mary Gable
Assistant State Superintendent
Academic Policy
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**
- Student performance measured annually in English/Language Arts and Mathematics in grades 3-8 and once in High School
- Schools accountable for attainment of “proficiency” by ALL students and each subgroup as measured by a single indicator
- 100% Proficiency for ALL students and ALL subgroups by 2014; common yearly targets (AMO)
- Performance (AYP)

**ESEA FLEX**
- Student performance measured annually in English/Language Arts and Mathematics in grades 3-8 and once in High School
- Multiple Indicators- Elementary and Middle Schools accountable for Achievement, Growth, and Closing Achievement Gaps and High Schools accountable for Achievement, Closing Gaps, and College- and Career-Readiness
  - For ALL students and subgroups
- Annual Measurable Objectives (AMOs) differentiated by school and by subgroup
  - (Cut number of non proficient students in half by 2017)
- Progress
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**

### Grades PreK-8

#### Achievement*
- 33.3% - Mathematics Proficiency (MSA)
- 33.3% - Reading Proficiency (MSA)
- 33.3% - Science Proficiency (MSA)

#### Gap*
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

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

#### Gap*
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
Elementary/Middle/High School

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
**Elementary/Middle/High School**

**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

<table>
<thead>
<tr>
<th>Calculations</th>
<th>Achievement</th>
<th>Gap</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students who Scored Advanced or Proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>89.24%</td>
<td>74.55%</td>
<td>57.04%</td>
</tr>
<tr>
<td>Read</td>
<td>93.72%</td>
<td>86.24%</td>
<td>89.63%</td>
</tr>
<tr>
<td>Sci</td>
<td>65.82%</td>
<td>66.00%</td>
<td></td>
</tr>
<tr>
<td>Divided by AMO</td>
<td>87.57%</td>
<td>74.92%</td>
<td>74.06%</td>
</tr>
<tr>
<td>= Measure PSV</td>
<td>1.0191</td>
<td>0.9951</td>
<td>0.7702</td>
</tr>
<tr>
<td>Multiply Proportional Significance</td>
<td>33.33%</td>
<td>33.33%</td>
<td>50%</td>
</tr>
<tr>
<td>= Measure Contribution</td>
<td>0.3397</td>
<td>0.3317</td>
<td>0.3851</td>
</tr>
<tr>
<td>= Indicator PSV</td>
<td>0.9855</td>
<td>1.0709</td>
<td>0.9134</td>
</tr>
<tr>
<td>Multiply Proportional Significance</td>
<td>30%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>= Indicator Contribution</td>
<td>0.2957</td>
<td>+ 0.4284</td>
<td>+ 0.2740</td>
</tr>
<tr>
<td>= School Index Progress Scale Value (PSV)</td>
<td></td>
<td></td>
<td>0.9981</td>
</tr>
</tbody>
</table>
**Strands**

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

<table>
<thead>
<tr>
<th>Strand</th>
<th>Overall Score</th>
<th>Number of Indicators Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>E, M, H</td>
</tr>
<tr>
<td>1</td>
<td>1.0 or greater</td>
<td>All 3</td>
</tr>
<tr>
<td>2</td>
<td>Greater than or equal to 0.9</td>
<td>2 of 3</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1 of 3</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>0 of 3</td>
</tr>
<tr>
<td>5</td>
<td>Less than 0.9</td>
<td>0-2 of 3</td>
</tr>
</tbody>
</table>

- 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

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<td>Math</td>
<td>Read</td>
<td>Sci</td>
</tr>
<tr>
<td></td>
<td>89.24%</td>
<td>93.72%</td>
<td>65.82%</td>
</tr>
<tr>
<td>÷ AMO</td>
<td>87.57%</td>
<td>87.94%</td>
<td>75.48%</td>
</tr>
<tr>
<td>= Measure PSV</td>
<td>1.0191</td>
<td>1.0657</td>
<td>0.8720</td>
</tr>
<tr>
<td>× Proportional Significance</td>
<td>33.33%</td>
<td>33.33%</td>
<td>33.33%</td>
</tr>
<tr>
<td>= Measure Contribution</td>
<td>0.3397</td>
<td>+ 0.3552</td>
<td>+ 0.2906</td>
</tr>
<tr>
<td>= Indicator PSV</td>
<td>0.9855</td>
<td></td>
<td></td>
</tr>
<tr>
<td>× Proportional Significance</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>= Indicator Contribution</td>
<td>0.2957</td>
<td></td>
<td></td>
</tr>
<tr>
<td>= School Index Progress Scale Value (PSV)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strand for Support, Intervention, and Recognition = 3
## Accountability: Strand for Support, Intervention, and Recognition

<table>
<thead>
<tr>
<th>Strand</th>
<th>SEA/LEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>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.</td>
</tr>
</tbody>
</table>
School Progress Index

Accountability

Whole School Accountability

School Progress Index Score and Indicators determine areas of progress and improvement - categorized into Strands

School Progress Index = 100% of School’s Accountability

Teacher/Principal Evaluation

Individual Teacher or Principal Accountability

School Progress Index Score leads to a Strand Categorization - Strand Categorization produces a score to reflect contribution of teacher or principal to whole school growth

School Progress Index = 10% or 15% of a Teacher’s or Principal’s Evaluation
**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

### Student Growth

#### 50% Quantitative Measures
- **As defined below**

**Interstate School Leaders and Licensure Consortium (4)**
- School Operations and Budget
- Effective Communication
- Influencing the School Community
- Integrity, Fairness, and Ethics

### Elementary/Middle School Principals

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

### High School Principals

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

### 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

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

Elementary/Middle School Teacher
Non-Tested Subject

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

High School Teacher

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

Maryland State Department of Education
Preparing World-Class Students

9/27/12
# Teacher/Principal Evaluation – Student Growth

<table>
<thead>
<tr>
<th>Component</th>
<th>Conversion Technique</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and/or Math MSA</td>
<td>Value Matrix</td>
<td>Maryland State Department of Education</td>
</tr>
<tr>
<td>School Progress Index</td>
<td>Strand Score Converted to TPE score</td>
<td>Maryland State Department of Education</td>
</tr>
<tr>
<td>Student Learning Objectives (SLOs)</td>
<td>Defined in pre-conference between educators and evaluators</td>
<td>Local Education Agencies working with Schools</td>
</tr>
</tbody>
</table>
## Teacher/Principal Evaluation

<table>
<thead>
<tr>
<th>Strand</th>
<th>Converted Points from SPI for Teachers (10%)</th>
<th>Converted Points from SPI for Principals (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
## A Sample Calculation for a Teacher with MSA

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

For Accountability Related Questions, Please contact Mary Gable
mgable@msde.state.md.us  410 767 0473

For Teacher/Principal Evaluation Questions, Please contact Dave Volrath
dvolrath@msde.state.md.us  410 767 0504