

January 22, 2013

Prince George's County Commission on Education Excellence and the Local Board of Education

Mary Gable- Assistant State Superintendent
Division of Academic Policy

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.

Principles of ESEA Flexibility

Transitioning to college- and career-ready standards and assessments

Developing systems of differentiated recognition, accountability, and support

Evaluating teacher and principal effectiveness and support improvement

Reducing duplication and unnecessary burden

Principle 2- Three Components

School Progress

School Progress Index

**Differentiated Recognition (Reward,
Priority and Focus Schools)**

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

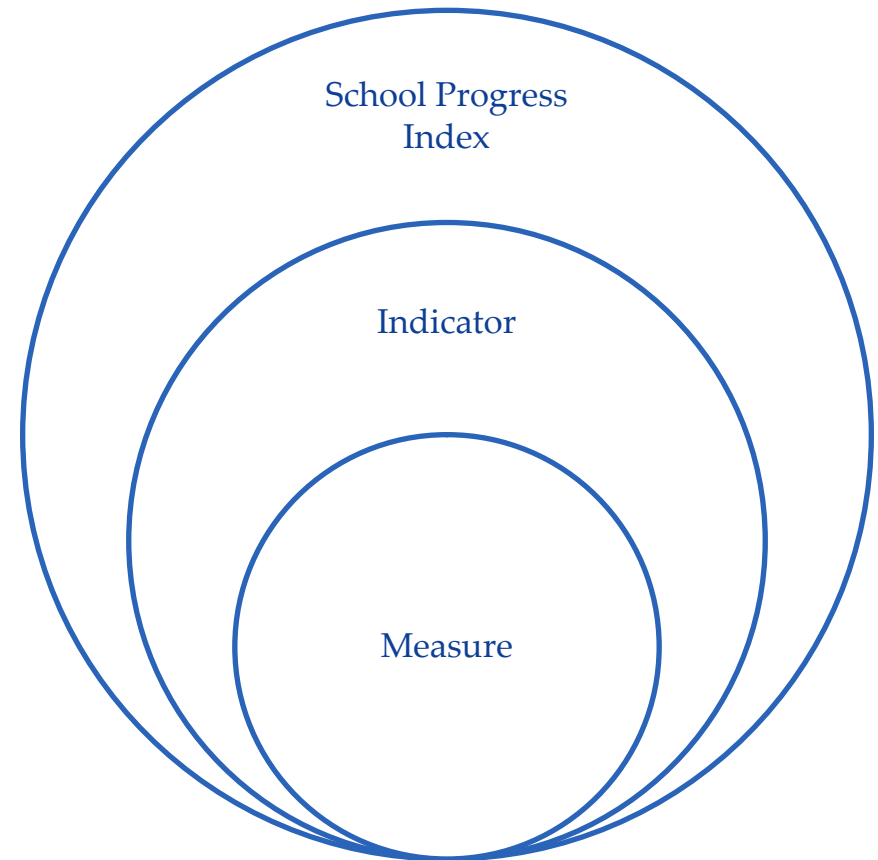
Multiple Indicators- Elementary and Middle Schools accountable for Achievement, Growth, and Closing Achievement Gaps and High Schools accountable for Achievement, Closing Gaps, and College- and Career-Readiness
For ALL students and subgroups

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



Grades PreK-8

Grades 9-12

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)

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

ELEMENTARY/MIDDLE
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- and 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
 - Enrollment in College
 - Entered a post-secondary institution (2-yr, 4-yr, or technical school) within 16 months of graduation

Annual Measurable Objectives (AMOs)

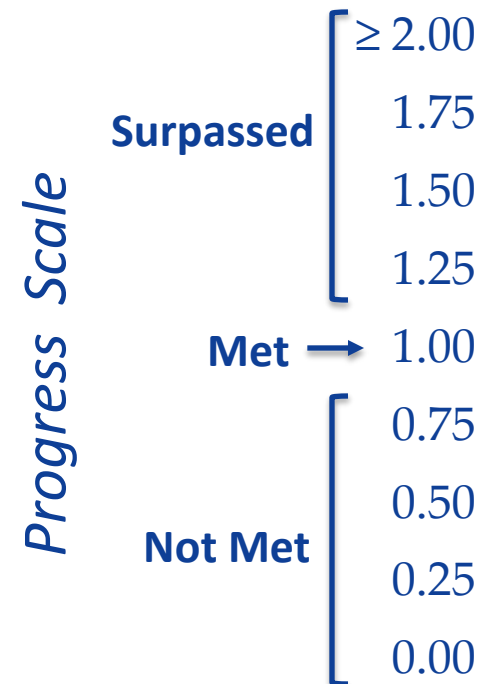
- Within the measures for every indicator are AMOs
- Annual Measurable Objectives (AMO)
 - Performance targets that assess the progress of schools and subgroups
- Based upon school's performance in prior years
- 50% reduction in the number of non-proficient students

Example of AMOs

2011	2012	2013	2014	2015	2016	2017	Gain/Year
0.00%	8.33%	16.67%	25.00%	33.33%	41.67%	50.00%	8.33%
10.00%	17.50%	25.00%	32.50%	40.00%	47.50%	55.00%	7.50%
20.00%	26.67%	33.33%	40.00%	46.67%	53.33%	60.00%	6.67%
30.00%	35.83%	41.67%	47.50%	53.33%	59.17%	65.00%	5.83%
40.00%	45.00%	50.00%	55.00%	60.00%	65.00%	70.00%	5.00%
50.00%	54.17%	58.33%	62.50%	66.67%	70.83%	75.00%	4.17%
60.00%	63.33%	66.67%	70.00%	73.33%	76.67%	80.00%	3.33%
70.00%	72.50%	75.00%	77.50%	80.00%	82.50%	85.00%	2.50%
80.00%	81.67%	83.33%	85.00%	86.67%	88.33%	90.00%	1.67%
90.00%	90.83%	91.67%	92.50%	93.33%	94.17%	95.00%	0.83%
95.00%	95.42%	95.83%	96.25%	96.67%	97.08%	97.50%	0.42%

Progress Scale

- Current Year Performance ÷ AMO
- Continuous scale
- ≥ 1 = Met Target



Prince George's County School Progress Index Results for Elementary School

Calculations	Achievement			Gap			Growth	
	Math	Read	Sci	Math	Read	Sci	Math	Read
See Box Below	79.42%	82.19%	58.69%	62.42%	73.31%	47.84%	66.07%	82.12%
÷ AMO	80.25%	83.62%	59.32%	65.98%	73.25%	56.40%	67.56%	87.44%
= <i>Measure PSV*</i>	0.9898	0.9829	0.9894	0.9460	1.0009	0.8483	0.9779	0.9392
× Proportional Significance	33.33%	33.33%	33.33%	33.33%	33.33%	33.33%	50%	50%
= <i>Measure Contribution</i>	0.3299	+ 0.3276	+ 0.3298	0.3153	+ 0.3336	+ 0.2828	0.4889	+ 0.4696
= <i>Indicator PSV</i>		0.9874			0.9317		0.9585	
× Proportional Significance		30%			40%		30%	
= <i>Indicator Contribution</i>		0.2962			0.3727		0.2876	
= <i>School Progress Index</i>								0.9565

Achievement: % of Students who Scored Advanced or Proficient

Gap: (inverse of) % Difference Between Highest and Lowest Subgroup

Growth: % of Students whose Performance was Equal to or Better than Last Year

Prince George's County School Progress Index Results for Middle School

Calculations	Achievement			Gap**			Growth		
	Math	Read	Sci	Math	Read	Sci	Math	Read	
See Box Below	62.94%	73.26%	50.53%	55.70%	59.44%	46.34%	73.76%	66.84%	
÷ AMO	62.06%	76.67%	51.77%	58.88%	63.19%	48.19%	74.09%	72.21%	
= <i>Measure PSV*</i>	1.0142	0.9556	0.9760	0.9459	0.9406	0.9615	0.9956	0.9256	
× Proportional Significance	33.33%	33.33%	33.33%	33.33%	33.33%	33.33%	50%	50%	
= <i>Measure Contribution</i>	0.3381	+ 0.3185	+ 0.3253	0.3153	+ 0.3135	+ 0.3205	0.4978	+ 0.4628	
= <i>Indicator PSV</i>		0.9819			0.9493		0.9606		
× Proportional Significance		30%			40%		30%		
= <i>Indicator Contribution</i>		0.2946			0.3797		0.2882		
= School Index Progress								0.9625	

Achievement: % of Students who Scored Advanced or Proficient
Gap: (inverse of) % Difference Between Highest and Lowest Subgroup
Growth: % of Students whose Performance was Equal to or Better than Last Year

Prince George's County School Progress Index Results for High School

Calculations	Achievement			Gap					CCR	
	Alg	Eng	Bio	Alg	Eng	Bio	Grad	Drop	Grad	CCP
See Box Below	70.39%	75.56%	67.55%	47.58%	53.65%	50.88%	65.46%	70.19%	78.91%	76.70%
÷ AMO	72.86%	74.81%	68.18%	56.71%	60.84%	58.04%	76.74%	78.68%	80.12%	74.73%
= <i>Measure PSV*</i>	0.9661	1.0099	0.9908	0.8389	0.8819	0.8766	0.8530	0.8922	0.9849	1.0264
× Proportional Significance	33.33%	33.33%	33.33%	20%	20%	20%	20%	20%	60%	40%
= <i>Measure Contribution</i>	0.3220	+0.3366	+0.3303	0.1678	+0.1764	+0.1753	+0.1706	+0.1784	0.5909	+0.4105
= <i>Indicator PSV</i>	0.9890			0.8685					1.0015	
× Proportional Significance	40%			40%					20%	
= <i>Indicator Contribution</i>	0.3956			0.3474					0.2003	

= *School Progress Index*

0.9433

Achievement: % of Students who Scored Advanced or Proficient
Gap: (inverse of) % Difference Between Highest and Lowest Subgroup
CCR: % of Students in Cohort who Graduated / had a CCP success

Overall Prince George's County School Progress Index

Elementary Grades 3-5	Grade Span SPI	% Students in Span	Grade Span Contribution
= Indicator Contribution	=0.9565	x 29.94%	= 0.2863

Middle Grades 6-8	Grade Span SPI	% Students in Span	Grade Span Contribution
=Indicator Contribution	=0.9625	x29.15%	=0.2805

High School Grades 9-12	Grade Span SPI	% Students in Span	Grade Span Contribution
=Indicator Contribution	=0.9433	x40.92%	=0.3860

Elementary	Middle	High	Overall County SPI
0.2863	+0.2805	+0.3860	= 0.9528

The School Progress Index Score for the County is weighted by the percent of students in each span (elementary, middle and high school).

Prince George's County Meeting

School Progress Index- Strands for Support, Intervention, and Recognition for Schools

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 for which the Percent Proficient of Target for the weighted indicator composite = 1.00 or greater
 - 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).

2012 Prince George's County School Progress Index Strand for Support, Intervention and Recognition Summary Results

Strand	Total	Percentages
1	27	13%
2	80	38.5%
3	74	35.6%
4	17	8%
5	10	5%
Total	208	100%

Strands for Support, Intervention, and Recognition

Strand	Maryland State Department of Education (MSDE) and Local Education Agency (LEA) Support
1	The school will identify the professional development and training that can lead to additional improvement in achievement. The LEA may provide this resource or the school can seek training beyond their on LEA.
2	It is expected that the LEA will assure that lower-performing subgroups and other particular needs the school may have (specifically in the Indicator that was missed) are addressed in the School Improvement Plan (SIP)/School Performance Plan (SPP). Title I schools that fail to make the AMO in Mathematics or Reading will be eligible to apply for 1003(a) School Improvement Grant (SIG) funds.
3	The school will develop a School Improvement Plans (SIP)/School Performance Plan (SPP) that will address the specific Indicators that are missed. Progress on improvement of the Indicators will be monitored by the LEA. Title I schools that fail to make the AMO in Mathematics or Reading will be eligible to apply for 1003(a) School Improvement Grant (SIG) funds.
4	The LEA will examine the existing supports in the school to determine effectiveness of the current path for increased progress and monitor necessary changes to address all instruction as well as those ancillary supports, like classroom management training, that can prevent other problems from interfering with instruction. Title I schools that fail to make the AMO in Mathematics or Reading will be eligible to apply for 1003(a) School Improvement Grant (SIG) funds.
5	The LEA will provide intensive, sustained support and technical assistance through onsite monitoring for the school. It may include, but is not limited to, examining existing supports, curriculum, instruction, assessment, professional development with accountability, school culture and climate, family and community support, organizational structure and resources, and comprehensive and effective planning. Title I schools that fail to make the AMO in Mathematics or Reading will be eligible to apply for 1003(a) School Improvement Grant (SIG) funds.

Questions?

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Prince George's County Achievement Annual Measurable Objectives (AMOs)

Span	Content	Baseline						
		2011	2012	2013	2014	2015	2016	2017
Elementary	Math	78.45	80.25	82.04	83.84	85.63	87.43	89.23
	Reading	82.13	83.62	85.11	86.60	88.09	89.58	91.07
	Science	55.63	59.32	63.02	66.72	70.42	74.12	77.81
Middle	Math	58.61	62.06	65.51	68.96	72.41	75.86	79.31
	Reading	74.54	76.67	78.79	80.91	83.03	85.15	87.27
	Science	47.39	51.77	56.16	60.54	64.93	69.31	73.70
High	Algebra	70.39	72.86	75.32	77.79	80.26	82.73	85.19
	English	72.52	74.81	77.10	79.39	81.68	83.97	86.26
	Biology	65.29	68.18	71.07	73.97	76.86	79.75	82.64

Prince George's County Gap Reduction (Inverse*) Annual Measurable Objectives (AMOs)

Span	Content	Baseline 2011	2012	2013	2014	2015	2016	2017
Elementary	Math	62.89	65.98	69.07	72.17	75.26	78.35	81.44
	Reading	70.81	73.25	75.68	78.11	80.54	82.97	85.41
	Science	52.43	56.40	60.36	64.33	68.29	72.25	76.22
Middle	Math	55.14	58.88	62.62	66.36	70.09	73.83	77.57
	Reading	59.85	63.19	66.54	69.88	73.23	76.58	79.92
	Science	43.48	48.19	52.90	57.61	62.32	67.03	71.74
High	Algebra	52.77	56.71	60.65	64.58	68.52	72.45	76.39
	English	57.28	60.84	64.40	67.96	71.52	75.08	78.64
	Biology	54.22	58.04	61.85	65.67	69.48	73.30	77.11
	5- yr Cohort Grad	74.62	76.74	78.85	80.97	83.08	85.20	87.31
	4- yr Dropout	76.74	78.68	80.62	82.55	84.49	86.43	88.37

* (inverse of) % Difference Between Highest and Lowest Subgroup

Prince George's County Growth and College- and Career-Readiness - Annual Measurable Objectives (AMOs)

Growth AMOs

Span	Content	Baseline 2011	2012	2013	2014	2015	2016	2017
Elementary	Math	64.61	67.56	70.51	73.46	76.41	79.36	82.31
	Reading	86.30	87.44	88.58	89.72	90.87	92.01	93.15
Middle	Math	71.73	74.09	76.44	78.80	81.15	83.51	85.87
	Reading	69.68	72.21	74.73	77.26	79.79	82.31	84.84

College and Career Readiness AMOs (High School)

Content	Base 2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
5 yr Cohort Grad Rate*	79.24	80.12	80.99	81.87	82.75	83.62	84.50	85.37	86.25	87.12
College & Career Prep	72.43	74.73	77.02	79.32	81.62	83.92	86.21	N/A	N/A	N/A

*Based on a 50% reduction in 9 years