

Maryland's School Progress Index (SPI) —Overview of Supports and Monitoring

Strand for support, intervention and recognition	SPI Score 1.0 = Met all Targets	Indicator Score	Maryland State Department of Education (MSDE) Support	LEA Support	School	Monitoring
Strand 1: Meets and exceeds academic standards for all students	SPI Score is 1.0 or greater	Meeting all 3 annual Indicator targets	Feedback from all monitoring visits.	Oversee process for completion of School Improvement Plans (SIPs) /School Performance Plans (SPPs) assuring that lower-performing subgroups are addressed	Identify professional development and training that can lead to additional school progress	Random sample of 1-3% of schools submit plan to LEA for review. Results of review reported in Master Plan. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools in all Strands.
Strand 2: Generally meeting or exceeding academic standards	SPI Score is greater than or equal to 0.9	Meeting 2 of 3 annual Indicator targets	Feedback from all monitoring visits. Title I Office will review and approve 1003(a) grant application.	Oversee process for completion of SIPs/SPPs assuring that lower-performing subgroups and other specific needs the school may have (specifically in the Indicator that was missed) are addressed	Ensure identified needs drive professional development and training to improve student progress	Random sample of 4-5% of schools submit plan to LEA for review. Results of review reported in Master Plan. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools in all Strands.
Strand 3: Has needs for specific populations,	SPI Score is greater than or	Meeting only one annual Indicator	Feedback from all monitoring visits. Title I Office	Oversee the actual completion of SIPs/SPPs assuring that low-performing subgroups are addressed	Ensure identified needs drive professional development and training to improve	In Master Plan, LEAs report on overall plans to address school needs. MSDE on-site

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but not generally systemic problems	equal to 0.9	target	will review and approve 1003(a) grant application.		student progress	monitoring of LEA Title I annually and random visit to one or more Title I schools in all Strands.
Strand 4: Has needs that require differentiated change	SPI Score is greater than or equal to 0.9	Meeting no annual Indicator Targets (but generally only “nearly missing” all three)*	Feedback from all monitoring visits. Title I Office will review and approve 1003(a) grant application.	Oversee the actual completion of SIPs assuring that low-performing subgroups are addressed; Examine existing supports in school to determine effectiveness of the current path to improvement and reverse as needed	Identify changes that may be necessary to address instruction as well as ancillary supports, like classroom management training, that can prevent other problems from interfering with instruction	In Master Plan, LEAs report on overall plans to address school needs. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools in all Strands.
Strand 5: Has serious needs that will require systemic services	SPI Score is less than 0.9	Meeting 0-2 annual Indicator targets	Feedback from all monitoring visits. Title I Office will Review and Approve use of 1003(a) grant application.	Oversee the actual completion of SIPs assuring that low-performing subgroups are addressed; Provide clear needs assessments and support through LEA Turnaround offices	Identify changes that may be necessary to address instruction as well as ancillary supports, like classroom management training, that can prevent other problems from interfering with instruction	In Master Plan, LEAs report on overall plans to address school needs. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools in all Strands.

* Since the overall SPI is .9 or greater it may be confusing that a school would have such a high overall score and still miss all three indicators- the answer is that the school only barely missed each of the Indicators, giving the school high numbers that add to .9.