

Resources for Data-Informed School Improvement

Title I Fall Meeting

October 3, 2019

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Division of College and Career Readiness

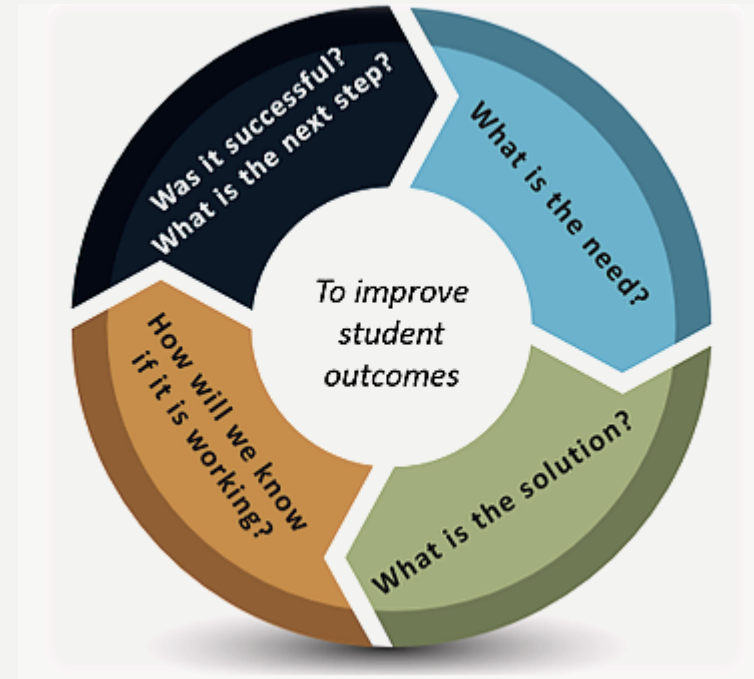
Mary Cross, Specialist and Coordinator, Title I-Office of Program Improvement and Family Support |
Division of Curriculum, Instructional Improvement, and Professional Learning



Session Outcomes

By the end of the 50-minute session, participants will have:

- distinguished between Title I, Section 1003 School Improvement Programs' Requirements;
- identified where to locate and use school improvement resources on the Maryland Resource Hub;
- located school and district state assessment data on Maryland Report Card; and
- determined equity gaps between student groups at the school level.



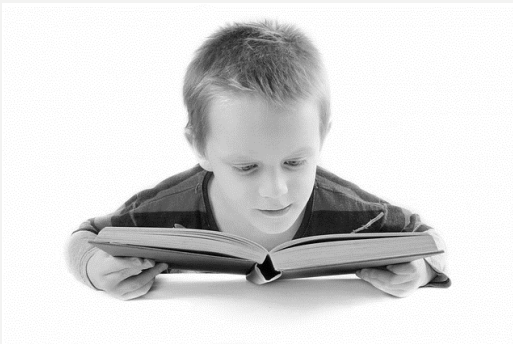
Background Information:

The Law

- The Every Student Succeeds Act of 2015 authorizes two School Improvement Programs aimed at offering more equitable supports to schools in need of improvement (Title I, Section 1003)—
- Comprehensive Support and Improvement Schools (CSI)
 - ✓ Grants for Improvement Activities
 - ✓ State Resources Tools to Assist in School Improvement
- Targeted Support and Improvement Schools
 - ✓ LSS Managed and Operated Improvement Activities
 - ✓ State Resources and Tools Available to Assist in School Improvement Activities



Categories of Comprehensive Support and Improvement Schools



- Lowest Performing- The lowest performing 5% of Title I schools in the State based on the “all students” group.
- Low Graduation Rate High Schools- Public high schools that fail to graduate at least one-third of their students based on the 4-year adjusted cohort graduation rate.
- Chronically Low Performing- Any Low Performing Targeted Support and Improvement (TSI) school that has not exited that status for over three years.
- SIG Schools

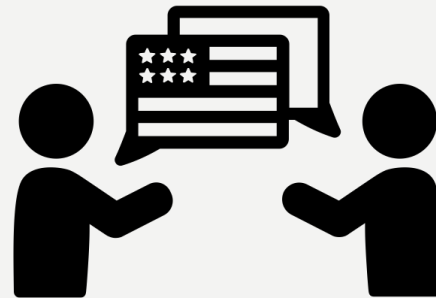
CSI Schools Implementation Requirements

- Identification- See the [Maryland Resource Hub](#) or the [Title I](#) web page of Maryland Public School website--marylandpublicschools.gov
- CSI School Intervention Plan that requires for each CSI school to:
 - ✓ Complete a school-level needs assessment;
 - ✓ Participate in the Root Cause Analysis, conducted by a third party;
 - ✓ Select evidence-based strategies or interventions aligned with school-level needs;
 - ✓ Adopt an ongoing cycle of continuous improvement; and
 - ✓ Identify of community partnerships & stakeholder input for school improvement planning and decision making.



Categories of TSI Schools

- Low Performing Student Group Schools- Schools where one or more student groups is performing the same or below the lowest performing 5% of Title I schools.
- Consistently Underperforming Student Group Schools- Schools with one or more student groups that does not meet its annual school targets over a two-year period.
- Chronically Underperforming Schools- TSI schools that do not meet their annual targets for over three years become CSI schools



TSI Implementation Requirements

- Identification –See the Maryland School Improvement Hub or the Title I Web Page @ marylandpublicschools.gov
- Oversight and support of the program is the responsibility of the LSS.
- TSI School Intervention Plan, *approved by the LSS*, that requires each TSI school to-
 - ✓ Complete a school-level needs assessment
 - ✓ Conduct a Root Cause Analysis
 - ✓ Identify resource inequities that cause low performance by the student group(s) in the identified TSI school/
 - ✓ Select of evidence-based strategies/interventions aligned with school-level needs



State Data Resources Available for CSI and TSI Planning and Implementation

- Identification of Schools, as required by ESSA and the [Maryland ESSA Consolidated State Plan](#)
- Needs Assessment Methods and Tools
- Root Cause Analysis Methods and Tools
- Evidence-Based Interventions
- Data on School Level Performance and Needs of Student Groups



Fingertip Resources

Maryland Resource Hub

<https://www.marylandresourcehub.com/>

Office-specific website (linked from Maryland Public Schools) to access presentation materials and tools



The screenshot shows the homepage of the Office of Leadership Development and School Improvement. The header includes the organization's name, a search bar, and social media icons for Facebook, Twitter, and YouTube. A navigation menu features links for Home, School Improvement, Leadership Development, Evidence-Based FAQ, Resources, and About Us. The main content area is titled 'Current Events' and features a large photo of a man in a white shirt and tie. Below the photo are two links: 'Promising Principals Academy 2018/19 Agenda' and 'Leading for School Improvement 2018/19 Agenda'. The footer contains the text: 'The Institute was established to provide customized support to school leadership teams to improve school performance. For more information, please visit the Leading for School Improvement Resource page to locate materials and resources.'

Maryland Report Card

<http://reportcard.msde.maryland.gov/>

Dynamic and static data reports of state, school system, and school academic performance



The screenshot shows the homepage of the Maryland Report Card website. The header includes navigation links for Home, State, Districts & Schools, Introduction, Resources, and Help Guides. A large banner image shows three students smiling in a library. Below the banner is the title '2018 Maryland School Report Cards' and a sub-headline: 'We are pleased to share the most current information available to help our stakeholders measure student achievement in all 24 districts from year to year.' The main content area is titled 'Welcome to the Maryland Public Schools Report Cards.' and includes a prompt: 'Please select which Data you would like to view:'. There are three buttons: 'View our State Data' (with a map of Maryland), 'View District Data' (with a dropdown menu for 'Select a County' and a 'Submit' button), and 'View Your School Report Card' (with a search box for 'Search for School by Name or ID' and a 'View Schools List' link).

Purpose of Accountability Indicators

An academic **indicator** is a metric used to assess, measure, and evaluate the overall performance of all students and student groups.

Lagging indicators- most common; measures goal accomplishment;

Metrics: standardized test scores, graduation rates, and end-of-course exams.

Benefit: can be used to diagnose trends

Challenge- focuses on instruction that has already occurred

Leading indicators- predicts goal achievement.

Metrics: attendance records, early reading proficiency, “of” learning.

Benefits- can be predictive; can help in adjusting or changing actions


Challenge- difficult to collect and interpret.

Lagging Indicators



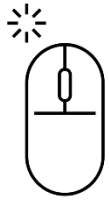
Leading Indicators

Accountability Indicators Under ESSA

Elementary and Middle Schools “All Students”	High Schools “All Students”
Grades 3-8 ELA Grades 3-8 & Algebra 1	English 10 and Algebra 1
<p style="text-align: center;">Academic Achievement :</p> <ul style="list-style-type: none"> ▪ Percent scoring proficient or higher in English Language Arts(ELA) and math (Met= 750-850) <ul style="list-style-type: none"> ▪ Average performance level in ELA and mathematics (PL 1-5) <ul style="list-style-type: none"> ▪ Proficient means PL of 4 or 5 	
<p style="text-align: center;">Academic Progress:</p> <ul style="list-style-type: none"> ▪ Median Student Growth Percentile (ELA and Math) ▪ Credit for Completion of a Well-Rounded Curriculum 	<p style="text-align: center;">Graduation Rate:</p> <ul style="list-style-type: none"> ▪ Four and five-year adjusted cohort
<p style="text-align: center;">English Language Proficiency:</p> <ul style="list-style-type: none"> ▪ Attain English language proficiency in six years (ACCESS for ELLs 2.0/WIDA) 	
<p style="text-align: center;">School Quality and Student Success:</p> <ul style="list-style-type: none"> ▪ Chronic Absenteeism (students absent < 10% of school days) ▪ Percent of Students with Access to a Well-Rounded Curriculum <ul style="list-style-type: none"> ▪ School Survey (not available 2018-19) 	
	<p style="text-align: center;">Readiness for Post-Secondary Success</p> <ul style="list-style-type: none"> ▪ On-Track in 9th Grade ▪ Credit for Completion of a Well-Rounded Curriculum



Accessing Maryland Report Card



- 1) Click to open [Website link](http://reporcard.msde.maryland.gov) or type <http://reporcard.msde.maryland.gov>
- 2) Type in school name

The screenshot shows the website's navigation menu at the top with links for Home, State, Districts & Schools, Introduction, Resources, and Help Guides. The Maryland State Department of Education logo is in the top right corner. The main banner features a photo of three students in a library and the text "2018 Maryland School Report Cards" with a sub-message: "We are pleased to share the most current information available to help our stakeholders measure student achievement in all 24 districts from year to year." Below the banner, the heading "Welcome to the Maryland Public Schools Report Cards." is followed by the instruction "Please select which Data you would like to view:". Three buttons are visible: "View our State Data" with a map of Maryland, "View District Data" with a "Select a County" dropdown and a "Submit" button, and "View Your School Report Card" with a search input field labeled "Search for School by Name or ID" and a "View Schools List" link. A yellow arrow points from the second step of the instructions to the search input field.

Performance Indicators for School Progress and Improvement



Arcola Elementary 2017 - 2018 School Report Card

Download



3 OUT OF 5 STARS

Percentile Rank: 31 (Elementary)

Arcola Elementary (0790)
Grade Levels: Elementary
County: Montgomery County

1820 Franwall Ave
Silver Spring, MD 20902
Phone: 301-287-8585

1) Click on Report Card.

2) Read overall school performance by accountability indicator

3) Scroll down to view a breakdown of each indicator

HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT**
Academic Achievement	20.0	7.3	⊗	--
Academic Progress	30.0	18.4	na	--
Progress in Achieving English Language Proficiency	10.0	6.1	✓	--
School Quality and Student Success	25.0	17.5	na	--
TOTAL POINTS:	85.0	49.3		

Total Earned Points: **49.3**
Total Points Possible: **85.0**

=

58%

TOTAL EARNED PERCENT

* Earned points may not equal total points due to rounding. ** Improvement is not available in the first year. ✓ =Met ⊗ =Not Met



- Report Card >
- Report Card Details v
- Student Group Info
- Equity**

FILTERS

Student Group:

Asian

Grade Level:

Elementary

Reset

Download



Arcola Elementary

2017 - 2018 School Report Card

EQUITY: COMPARISON IN STUDENT GROUP PERFORMANCE

Performance comparison by student group is the difference in the total earned points percent between the Student Group and students not in the student group.

	ALL STUDENTS	ASIAN	NON-ASIAN
STUDENT ENROLLMENT	100%	8%	92%
INDICATOR			
Academic Achievement	7.3 out of 20.0	12.6 out of 20.0	6.9 out of 20.0
Academic Progress	18.4 out of 30.0	16.0 out of 25.0	13.5 out of 25.0
Progress in Achieving English Language Proficiency	6.1 out of 10.0	na	na
School Quality and Student Success	17.5 out of 25.0	13.5 out of 15.0	7.0 out of 15.0
TOTAL POINTS:	49.4 out of 85.0	42.1 out of 60.0	27.4 out of 60.0
TOTAL EARNED POINTS PERCENT:	58.1%	70.1%	45.6%

24.5%

GAP

Can be used at the District level too!

Discovering Equity Gaps at District or School Level

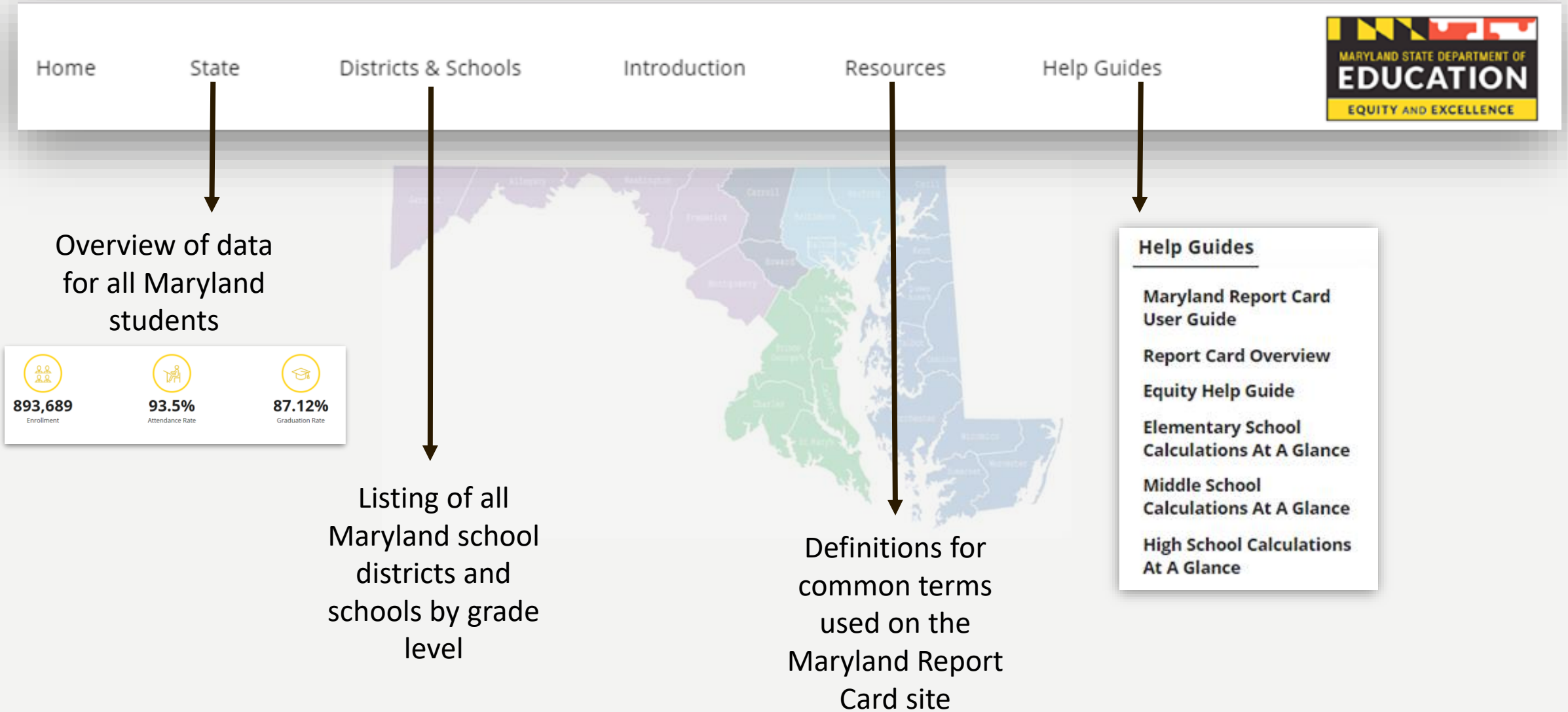
What does this show?

- Difference in performance for comparing the selected student group and students NOT in the selected student group

What is an equity gap?

- Difference between the percentage of total earned points used on report card by students in group and percentage of total earned points by students not in selected group.

The Report Card Toolbar



Contact Us With Any Questions

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Access Office Resources and Presentations on www.marylandresourcehub.com