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State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D. *KBS*
DATE: May 23, 2017
SUBJECT: Every Student Succeeds Act (ESSA) Update

PURPOSE:

To provide an update on the work of the ESSA Internal and External Committees, specifically related to the topics of achievement models, growth models, and measures for the student success/school quality indicator as part of Maryland's Accountability Program. This update will provide a review of the weights to measure proficiency, definitions of measures, recommendations, and a draft of a dashboard.

BACKGROUND/HISTORICAL PERSPECTIVE:

In December 2015, Congress was able to reach bipartisan agreement on an Elementary and Secondary Education Act (ESEA) reauthorization bill and passed the *Every Student Succeeds Act*, signed by President Obama on December 10, 2015. The Maryland State Department of Education (MSDE) ESSA Internal and External Stakeholder Committees, along with seven subcommittees, began work in early 2016, collecting input from various stakeholders and developing a draft of Maryland's Consolidated State Plan. MSDE continues to work to prepare the final draft for submission in September 2017.

EXECUTIVE SUMMARY:

The MSDE staff will discuss multiple ways to measure proficiency as part of the Academic Achievement Indicator. This will include a discussion of the "proficiency composite" option. Additionally, staff will discuss models for measuring growth and access to a well-rounded curriculum. Further there will be an update on what the MSDE is proposing for the school quality/student success indicator.

ACTION:

Consensus on recommended items needs to be provided in order to finalize the draft ESSA plan.

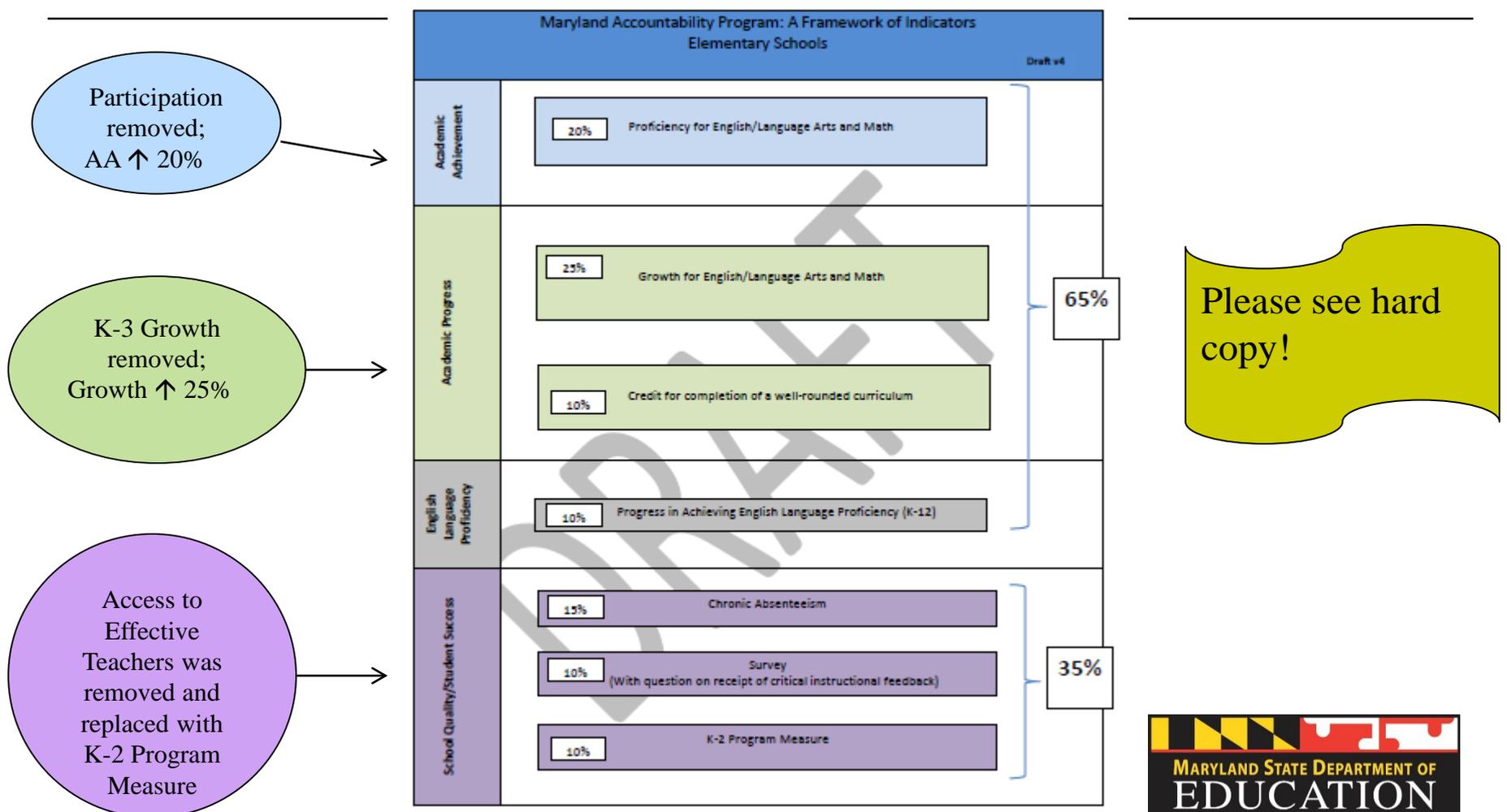
Every Student Succeeds Act (ESSA) Accountability Framework

**State Board Meeting
May 23, 2017**

Accountability

- Frameworks
- Selected measures
- Frameworks revisited
- Goals
- Example report card, dashboard
- Comprehensive Support and Improvement (CSI) Schools and Targeted Support and Improvement (TSI) Schools

Elementary School Framework



Elementary School Framework

Participation removed;
AA ↑ 20%

K-3 Growth removed;
Growth ↑ 25%

Access to Effective Teachers was removed and replaced with Opportunities/ Access to a well-rounded curriculum

Maryland Accountability Program: A Framework of Indicators Elementary Schools		Draft v5	
Academic Achievement	20% Proficiency for English/Language Arts and Math	65%	
Academic Progress	25% Growth for English/Language Arts and Math		
	10% Credit for completion of a well-rounded curriculum		
English Language Proficiency	10% Progress in Achieving English Language Proficiency (K-12)		
School Quality/Student Success	15% Chronic Absenteeism		35%
	10% Survey (With question on receipt of critical instructional feedback)		
	10% Opportunities/Access to a well-rounded curriculum		

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Middle School Framework

Maryland Accountability Program: A Framework of Indicators Middle Schools		Draft v4
Academic Achievement	20% Proficiency Composite for English/Language Arts and Math	65%
Academic Progress	25% Growth for English/Language Arts and Math	
	10% Transition to High School	
English Language Proficiency	10% Progress in Achieving English Language Proficiency (K-12)	
School Quality/Student Success	15% Chronic Absenteeism	35%
	10% Survey (With question on receipt of critical instructional feedback)	
	10% Opportunities/Access to a well-rounded curriculum	

Participation removed;
AA ↑ 20%

Proficiency for Science added to Transition to High School
↑ 10%

Access to Effective Teachers was removed and replaced with Opportunities/Access to a well-rounded education

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High School Framework

Participation removed;
AA ↑ 20%

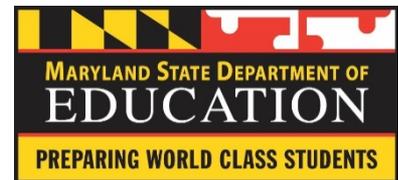
4 and 5-year
rate combined
15%

Changed to Readiness
for Postsecondary
Success;
Clarified credit for
completion of a well-
rounded curriculum

Maryland Accountability Program: A Framework of Indicators High Schools		Draft v5
Academic Achievement	20% Proficiency Composite for English/Language Arts and Math	65%
Graduation Rate	15% Adjusted Cohort Graduation Rate Composite	
English Language Proficiency	10% Progress in Achieving English Language Proficiency (K-12)	
Readiness For Postsecondary Success	10% On-Track in 9 th Grade	
	10% Credit for Completion of a Well-Rounded Curriculum	
School Quality/Student Success	15% Chronic Absenteeism	35%
	10% Survey (With question on receipt of critical instructional feedback)	
	10% Opportunities/Access to a well-rounded curriculum	

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Access to Effective Teachers was removed and replaced with Opportunities/Access to a well-rounded education





Selected measures and decision points

Academic Achievement Performance Index

Math: 10% of accountability score

ELA: 10% of accountability score

Performance index, Math	Performance index, ELA
Level 1: 2 students	Level 1: 6 students
Level 2: 27 students	Level 2: 9 students
Level 3: 46 students	Level 3: 41 students
Level 4: 126 students	Level 4: 139 students
Level 5: 29 students	Level 5: 35 students
Performance index: 3.67	Performance index: 3.82

**Each student is “counted” at their level of academic performance.
Level 1 is “counted” as 1, Level 2 as 2, etc.**

Academic Achievement

Percent Proficient+

Math: 10% of accountability score

ELA: 10% of accountability score

Percent proficient+, Math	Percent proficient+, ELA
Level 1: 2 students	Level 1: 6 students
Level 2: 27 students	Level 2: 9 students
Level 3: 46 students	Level 3: 41 students
Level 4: 126 students	Level 4: 139 students
Level 5: 29 students	Level 5: 35 students
155 / 230 = 67.4% proficient+	174 / 230 = 75.7% proficient+

Students at levels 4 and 5 are counted as proficient; all others are not.

Academic Achievement

Recommended measure: Achievement composite

**Math composite: 10% of
accountability score**

**ELA composite: 10% of
accountability score**

Performance index, Math 50% of math composite	Performance index, ELA 50% of ELA composite
AND	AND
Percent proficient+, Math 50% of math composite	Percent proficient+, ELA 50% of ELA composite

Example School A: high proficiency, lots of 4's

<p>Performance index, Math</p> <p>Level 1: 2 students Level 2: 27 students Level 3: 46 students Level 4: 126 students Level 5: 29 students Performance index: 3.67 Percentile: 90th</p>	<p>Performance index, ELA</p> <p>Level 1: 6 students Level 2: 9 students Level 3: 41 students Level 4: 139 students Level 5: 35 students Performance index: 3.82 Percentile: 97th</p>
<p>AND</p>	<p>AND</p>
<p>Percent proficient+, Math</p> <p>155 / 230 = 67.4% Percentile: 90th</p>	<p>Percent proficient+, ELA</p> <p>174 / 230 = 75.7% Percentile: 97th</p>
<p>Composite percentile, Math: 90th</p>	<p>Composite percentile, ELA: 97th</p>
<p>Result using composite is the same as it would be using PI or PP+ alone</p>	

Example School B: low proficiency; lots of 2-3's

<p>Performance index, Math</p> <p>Level 1: 15 students Level 2: 33 students Level 3: 31 students Level 4: 14 students Level 5: 1 students Performance index: 2.50 Percentile: 22nd</p>	<p>Performance index, ELA</p> <p>Level 1: 29 students Level 2: 19 students Level 3: 32 students Level 4: 12 students Level 5: 0 students Performance index: 2.29 Percentile: 12th</p>
AND	AND
<p>Percent proficient+, Math</p> <p>15 / 94 = 16.0% Percentile: 12th</p>	<p>Percent proficient+, ELA</p> <p>12 / 92 = 13.0% Percentile: 8th</p>
Composite percentile, Math: 17th	Composite percentile, ELA: 10th
<p>Result using composite is higher than PP+ alone. The composite recognizes performance at middle PARCC levels.</p>	

Example School C: average proficiency, many low scores

<p>Performance index, Math</p> <p>Level 1: 87 students Level 2: 54 students Level 3: 56 students Level 4: 59 students Level 5: 56 students Performance index: 2.82 Percentile: 40th</p>	<p>Performance index, ELA</p> <p>Level 1: 79 students Level 2: 64 students Level 3: 50 students Level 4: 83 students Level 5: 34 students Performance index: 2.77 Percentile: 38th</p>
<p>AND</p>	<p>AND</p>
<p>Percent proficient+, Math</p> <p>115 / 312 = 36.9% Percentile: 50th</p>	<p>Percent proficient+, ELA</p> <p>117 / 310 = 37.7% Percentile: 52nd</p>
<p>Composite percentile, Math: 45th</p>	<p>Composite percentile, ELA: 45th</p>
<p>Result using composite is lower than PP+ alone. The composite reveals the large number of low scores; PP+ alone would not.</p>	

Comparing recommended (composite) and alternative achievement measures

	Performance Index	Percent proficient+	Composite
Message	We value achievement at all levels.	We have a standard.	We have a standard, and also value achievement above and below it.
“High achieving” schools have...	Few 1’s and 2’s	More 4’s than 3’s	Both
Is a 3 “valued”?	Yes	No	Partially
Unintended consequences	Schools might focus on students at the boundaries.	Schools might focus on students at the 3/4 boundary.	Both, but one offsets the other. <small>SGP would also offset focusing on boundaries because all growth is recognized, not just growth across a boundary.</small>

Comparing recommended (composite) and alternative achievement measures, cont'd

	Performance Index	Percent proficient+	Composite
Interpretation of result	Result alone is hard to interpret. A 3.02 could mean mostly 3's, or mostly 2's and 4's. With a breakdown, result is very meaningful and informative.	Result is simple ("40% of students are proficient"), but not very meaningful or informative (especially if a school has many 3's).	Final result is a percentile rank, which will be broken down into its informative components.
Bottom line	We recommend using a composite for its hybrid message, because it partially values 3's while revealing students at all levels, and because it does not solely focus on students at the 3/4 boundary. A single measurement might be simpler but choosing one or the other omits important factors.		

MSDE Recommendation

1. The composite will be used as the academic achievement measure.
2. The weight of the performance index and percent proficient+ will be 50-50.
3. In the performance index, a PARCC level 5 is “worth” a 5.

Academic Progress

Recommended measure: Student growth percentile

**SGP, Math: 12.5% of
accountability score**

**SGP, ELA: 12.5% of
accountability score**

Median SGP, Math

Median SGP, ELA

Questions on SGP from previous board meeting

- How can SGP be used for school improvement?
 - (1) SGP informs a school about its students' growth compared to other students, and not to an arbitrary, state-selected or VAM-determined target. A low SGP for a high-achieving school (or student group) tells the school that it needs to do more. A high SGP for a low-achieving school (or student group) tells the school it is making progress.
 - (2) SGP also defines “typical” progress; this information is not given by other models.
 - (3) SGP is not dependent on the exam. A low SGP is a reflection of a comparative lack of progress, not a hard exam.
 - (4) Using SGP for accountability will not impact school access to information about their growth towards a target. Schools will *already have information about schoolwide and student group growth-to-target* as part of their long-term and interim goals.

Questions on SGP from previous board meeting

- Does SGP consider student characteristics?

Indirectly. A student's progress is compared to that of his/her academic peers. Mathematically, these peers share nothing other than prior performance. Indirectly, they are likely similar in other ways. (In contrast, VAM uses student characteristics explicitly, to predict how a student with those characteristics "should" be performing. This is one reason why VAM is not the recommended method—we do not support a model that implies different performance is acceptable for students with different income levels, race/ethnicities, or other characteristics.)

Academic Progress

Alternative measure: Growth-to-target

GTT, Math: 12.5% of
accountability score

GTT, ELA: 12.5% of
accountability score

Percent of students meeting
target, Math

Percent of students meeting
target, ELA

1. Set a target

Ex: all students will score a 750 by 8th grade

2. Calculate each student's current distance from the target

Ex: a 3rd grader scoring 700 in 2017 has 5 years to grow 50 points

3. Divide to calculate student's yearly target

Ex: 50 points in 5 years is 10 points/year

4. Use subsequent score to determine if yearly target was met

Ex: if this student scored 710 in 2018, the target is met

Additional considerations for growth-to-target

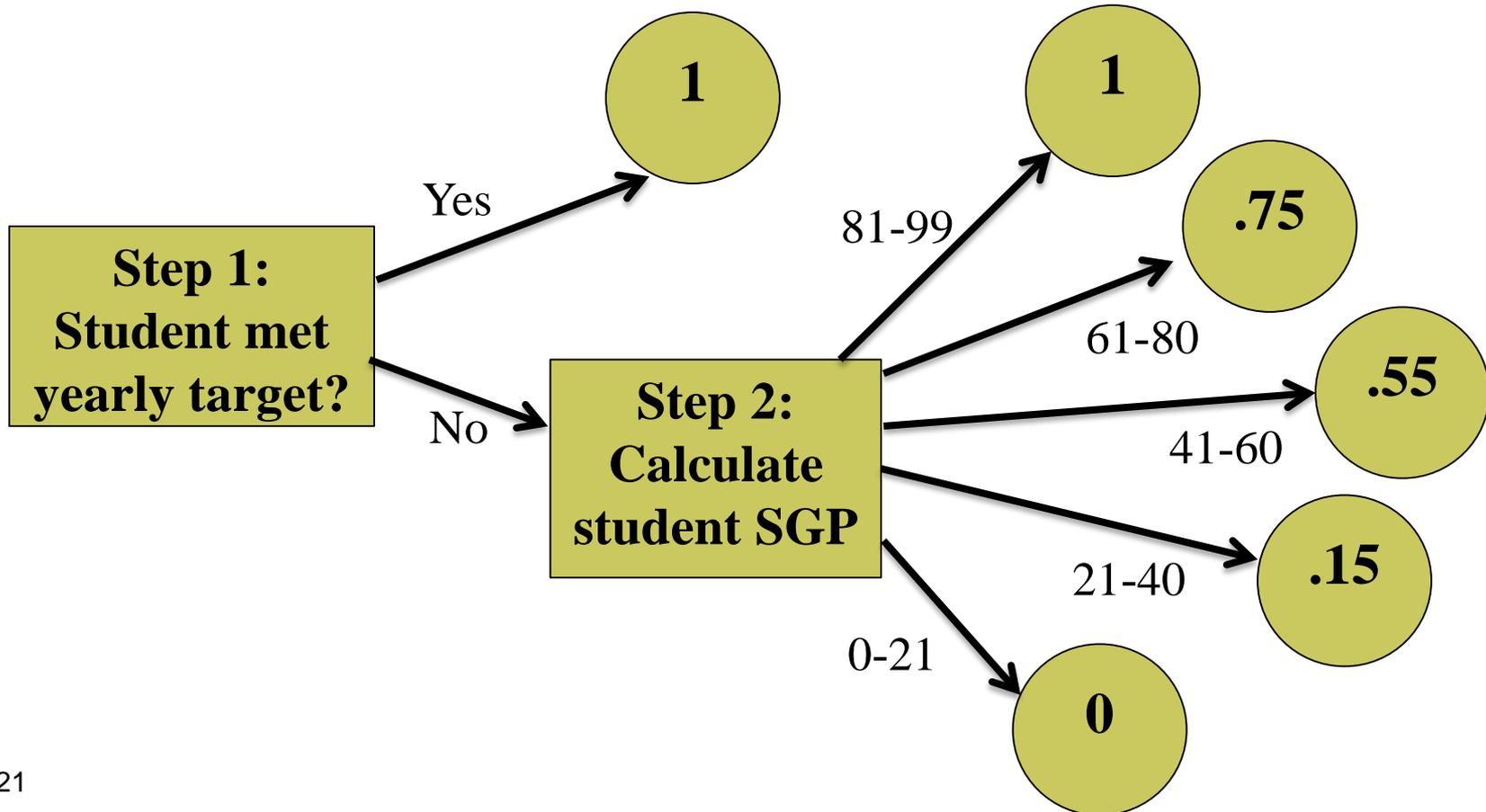
- Targets can be hard (ex: “score 750 points by 8th grade”) or soft (ex: “double the progress of last year”).
- Targets can be universal (ex: “everyone hits 750 points by 8th grade”) or differentiated (ex: based on the student’s initial performance, or based on student characteristics, which is what VAM does).
- Progress can be linear (ex: 50 points from the goal and five years to go is ten points per year) or non-linear (ex: 50 points in five years could be half the first year—25 points—half the remainder in the second year, etc.). However, no state is using a non-linear trajectory, as (per CCSSO) no trajectory has been yet defined and validated through research. (This includes a linear one, which some are considering “as good as any” lacking other information.)
- As students have more years of PARCC scores, the calculation would be smoothed over multiple years (ex: instead of 10 points per year, the target is actually the median amount of growth needed over multiple years to meet the target).

Academic Progress

Alternative measure: Two-step growth measure

Math two-step measure: 12.5% of accountability score

ELA two-step measure: 12.5% of accountability score



Academic Progress

Alternative measure: Two-step growth measure

**Math SGP: 12.5% of
accountability score**

**ELA SGP: 12.5% of
accountability score**

Student 1: Met yearly target → 1

Student 2: Did not meet yearly target, SGP of 85 → 1

Student 3: Did not meet yearly target, SGP of 70 → .75

Student 4: Did not meet yearly target, SGP of 50 → .55

Student 5: Did not meet yearly target, SGP of 20 → 0

Total: 3.3 points out of 5 possible = 66%

Providing example schools using alternative methods, and comparing each to SGP, is not currently possible.

Calculating growth-to-target requires the selection of:

- Target(s)
- To whom the target(s) apply
- Desired trajectory to the target(s)

There is currently not enough study and/or evidence to support selecting these.

(Calculating the two-step method requires GTT.)

Comparing the proposed measure (SGP) to alternatives

- Using SGP does *not* exclude having a standard and goals aligned to the standard.
 - There is a standard for students in the academic achievement measure (percent proficient+).
 - There is a standard for schools, and an indicator of growth to that standard, as part of the long-term and interim goals required by ESSA.
- GTT requires us to define “reasonable” progress, but there is no evidence to inform that definition.
 - Our EL proficiency measure uses GTT, because there is evidence on the trajectory of language acquisition.
 - Other states are using VAM—the VAM model sets the target, based on student characteristics. However, we have previously determined we will not use VAM because we do not want to set targets based on student characteristics.
 - SGP lets the data define “typical” (and beyond) progress.
- Under GTT, only some growth is the “right” growth. We value recognizing all growth; SGP does this.
 - GTT does not recognize growth if the (state-determined) goal is not met, even if a student shows growth.
 - We previously did not recommend the level gain method, which also does not reward progress unless it’s the “right” progress—if a level boundary is crossed. (Under level gain, a student could make 20 points of progress but would not be “counted” as progressing if the student did not grow a level; a student who made 1 point of progress could be “counted” if a level boundary was crossed. Likewise, under GTT, a student could make 20 points of progress but if 20 points isn’t “enough” because the student started far from the target, then that student would not be “counted” as progressing.)

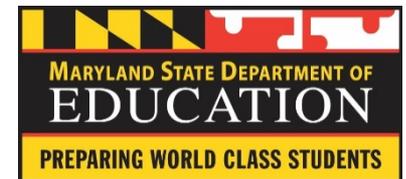
Comparing the proposed measure (SGP) to alternatives cont'd

- GTT does not account for progress made once the target is met. SGP rewards high-achievers for their progress.
- Under GTT, students who are far from the target are set up to fail. A student who starts at 650 has 100 points to go in 5 years; a student who starts at 745 has 5 points to go. The first student is already low-achieving, but the expected progress is higher and arguably unachievable.
 - This is demoralizing for teachers and students.
 - It is possible that the lowest-performing students *do* make more progress than high-performing ones. SGP will tell us that, and recognize students accordingly.
 - GTT can incentivize schools to focus more on students who don't have far to hit the target, while spending less time with very low achievers.
- The two-step model retains all the same problems of GTT described here:
 - Still have the problem of not knowing “reasonable progress”
 - Still sends the message that some growth is the “right” growth
 - And now requires setting a judgment on how many “points” to award at each level of SGP in the second step.

Because we have standards and goals aligned to the standard elsewhere in the plan, and because we do not have sufficient evidence to support the decisions GTT requires; we recommend SGP alone.

Other states' growth measures (actual and possible) per May ESSA submissions

- **Using SGP, with stated plan to study GTT:** Three states (Delaware, DC, and Massachusetts).
- **Using SGP, with no stated plan to study GTT:** Four states (Michigan, New Jersey, Oregon, and Vermont), plus half of Nevada's composite.
- **Using GTT:** No state is using GTT alone. Louisiana and Nevada are using it in combination with other methods; both unclear on choice of parameters.
- **Using VAM:** Two states (New Mexico and Tennessee), plus part of Louisiana's two-step.
- **Using something else norm-referenced:** Two states (Illinois and Connecticut) are using some method that employs student characteristics and/or prior performance to set goals.
- **Using a “subtraction method” like level gain:** Two states (Maine and North Dakota).



MSDE Recommendation

1. Student Growth Percentile (SGP) will be used as the academic progress measure.

Credit for completion of a well-rounded curriculum (Elementary School)

- Proficiency in Science (5%)
 - The Maryland Integrated Science Assessment (MISA) will be field-tested with MD fifth graders in 2016-2017 and will be operational in 2017-2018.
- Science, Social Studies, Fine Arts, Physical Education, and Health (5%)
 - Measure being determined.

Credit for completion of a well-rounded curriculum (Elementary School)

- Proficiency in Science (5%)
 - The Maryland Integrated Science Assessment (MISA) will be field-tested with MD fifth graders in 2016-2017 and will be operational in 2017-2018.
- K-3 Progress Measure (5%)
 - Measure being determined.

Transition to high school (Middle School)

- Proficiency in science and social studies
 - The Maryland Integrated Science Assessment (MISA) will be field tested with MD eighth graders 2016-2017 and will be operational in 2017-2018.
 - Social Studies Assessment will be field-tested in 2018-2019 and will be operational in 2019-2020.

- Ready for high school (If student met one, school would get credit for this category)
 - Passed all ELA, Math, Social Studies and Science courses in 8th grade
 - Credit in Algebra I or higher in mathematics
 - Credit in World language course

Credit for completion of a well-rounded curriculum (High School)

- Schools receive credit for receiving any of the following:
 - 3 or better on an Advanced Placement (AP) Exam,
 - 4 or better on an International Baccalaureate (IB) Program Exam,
 - Achieving a standard on the SAT or ACT,
 - Industry certification or apprenticeship from a Career and Technology (CTE) Program,
 - Entrance into the military*, or
 - Enrollment in a postsecondary institution within 16 months after graduation.
 - Students with disabilities completion of certificated IEP program.

Credit for completion of a well-rounded curriculum (High School)

- Schools receive credit for a student receiving any of the following:
 - 3 or better on an Advanced Placement (AP) Exam,
 - 4 or better on an International Baccalaureate (IB) Program Exam,
 - Achieving a standard on the SAT or ACT,
 - Industry certification or apprenticeship from a Career and Technology (CTE) Program,
 - Entrance into the military*,
 - Enrollment in a postsecondary institution within 16 months after graduation.
 - Entered the world of work** through gainful employment; post secondary education and training; supported employment; and/or other services that are integrated in the community.

Military*

- FEDES- The Federal Employment Data Exchange System program provides information to states on federal employment in the Office of Personnel Management (OPM) and the Department of Defense, Defense Manpower Data Center (DMDC). The Maryland Department of Labor, Licensing and Regulation oversees the management of FEDES. An MOU would be required to match information to our graduating students.
- Armed Services Vocational Aptitude Battery (ASVAB) – Assessment is currently coordinated at the LEA level. A data sharing agreement may be possible at the state level.

School Quality/Student Success: Access to a well-rounded curriculum (All Schools)

- Elementary: K-2 Program Measure
 - Ex: Presence of certified early childhood educator
- Middle: Access to Science, Social Studies, Fine Arts, Music, Physical Education, and Health
 - Measure being determined.
- High School: Access to Advanced Placement (AP), International Baccalaureate (IB), Career and Technology Education (CTE) Concentrator, and/or Dual Enrollment

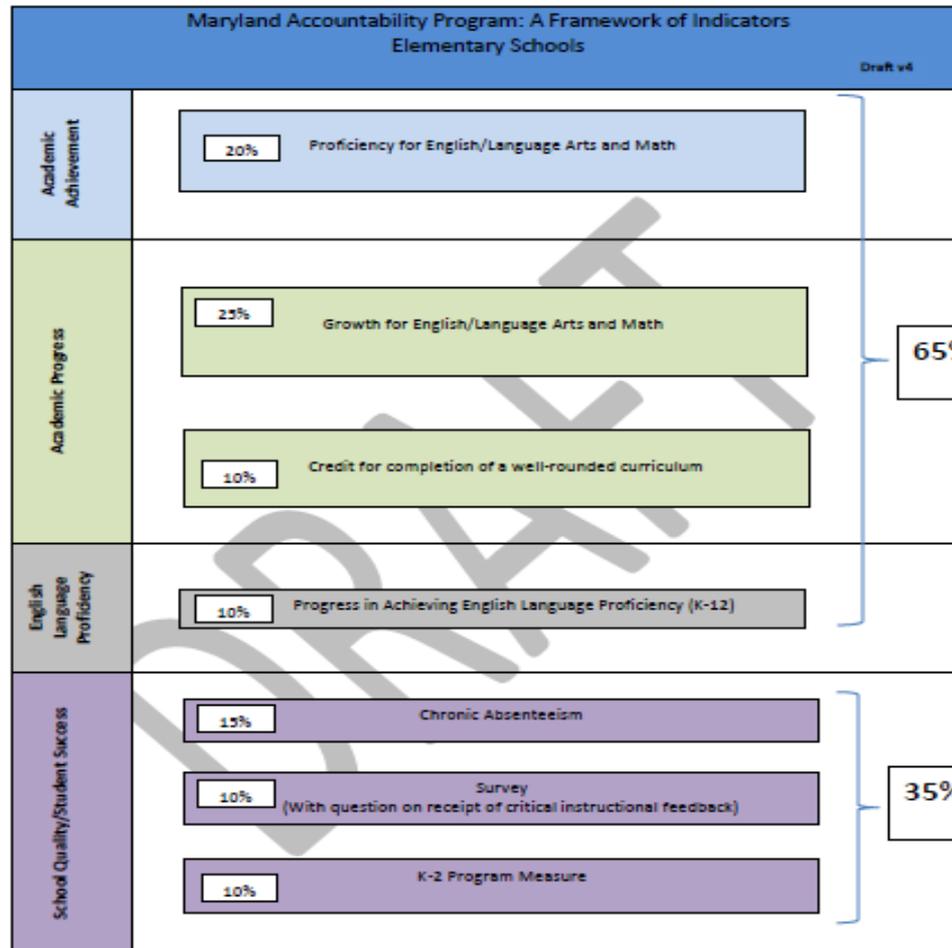
School Quality/Student Success: Access to a well-rounded curriculum (All Schools)

- Elementary and Middle School: Access to Science, Social Studies, Fine Arts, Physical Education, and Health
- High School: Access to Advanced Placement (AP), International Baccalaureate (IB), Career and Technology Education (CTE) Concentrator, and/or Dual Enrollment

MSDE Recommendation

1. The academic and non-academic measures (“access to” and “credit for”) are to be used as presented.

Elementary School Framework Revisited



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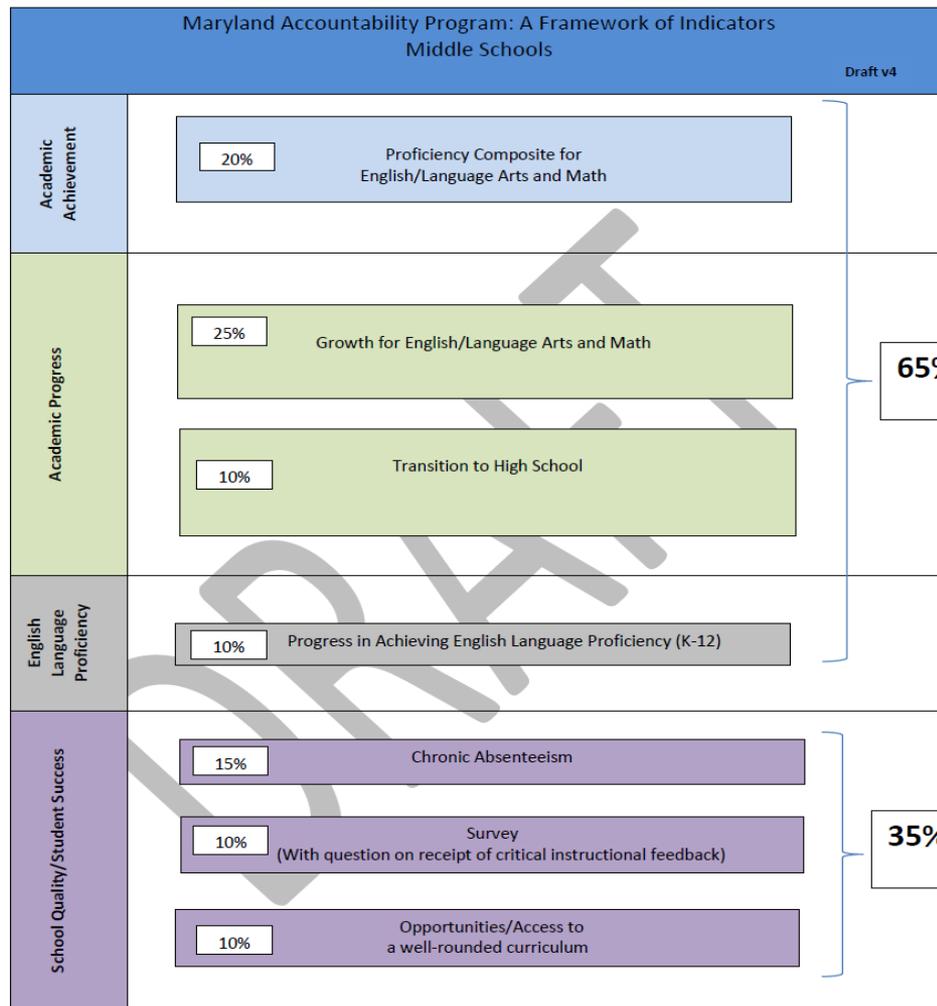
Elementary School Framework Revisited

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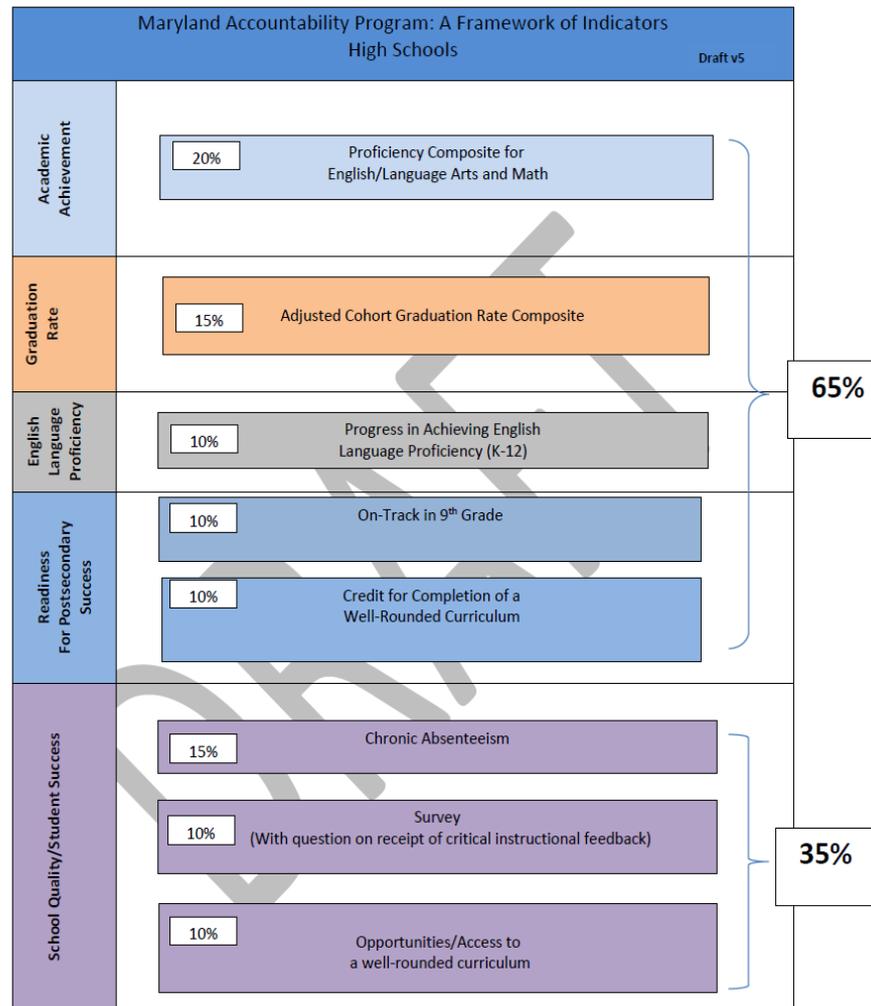
Middle School Framework Revisited



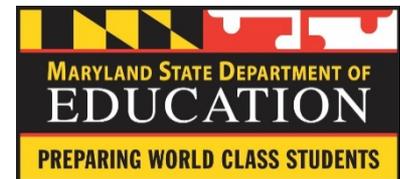
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High School Framework Revisited



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MSDE Recommendation

1. The components of the framework and weights of the measures within the frameworks are as presented.

Goals

ESSA: We must have ambitious long-term goals and measurements of interim progress for academic achievement, graduation rate, and EL proficiency.

Academic achievement long term and interim goals

Option A: Annual Measurable Objective methodology

Example Data	Baseline	Proficiency Gap	Interim Gap	Interim Target				Long Term Goal
				2018	2019	2020...	...2030	
State	30	35	2.7	32.7	35.4	38.1	65.0	65
Group A	36	32	2.5	38.5	41.0	43.5	68.0	68
Group B	48	26	2.0	50.0	52.0	54.0	74.0	74

Note: Calculations are rounded.

Annual Measurable Objective (AMO) methodology -MSDE Recommends:

Long term goal: Proficiency gap is cut in half by 2030

- Proficiency: Performance level 4 and 5
- Baseline: Current Proficiency percentage
- Proficiency Gap: (100% Proficiency minus Starting Year Baseline) divided by two
- Interim Length: Target Year (2030) minus Starting Year (2017)
- Interim Gap: Proficiency Gap divided by Interim Length
- Interim Target: Previous Year Target plus Interim Gap
- Long term goal: Starting Year Baseline plus Proficiency Gap



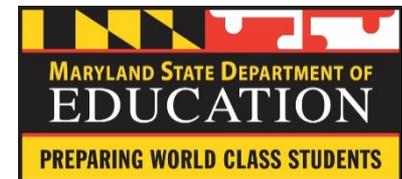
Academic achievement long term and interim goals: Option B: Meet a state-determined target over time

Example Data	Baseline	Proficiency Gap	Interim Gap	Interim Target				Long Term Goal
				2018	2019	20202030	
State	30	60	4.6	34.6	39.2	43.8	90.0	90
Group A	36	54	4.2	40.2	44.4	48.6	90.0	90
Group B	48	42	3.2	51.2	54.4	57.6	90.0	90

Note: Calculations are rounded.

State Determined Target Methodology

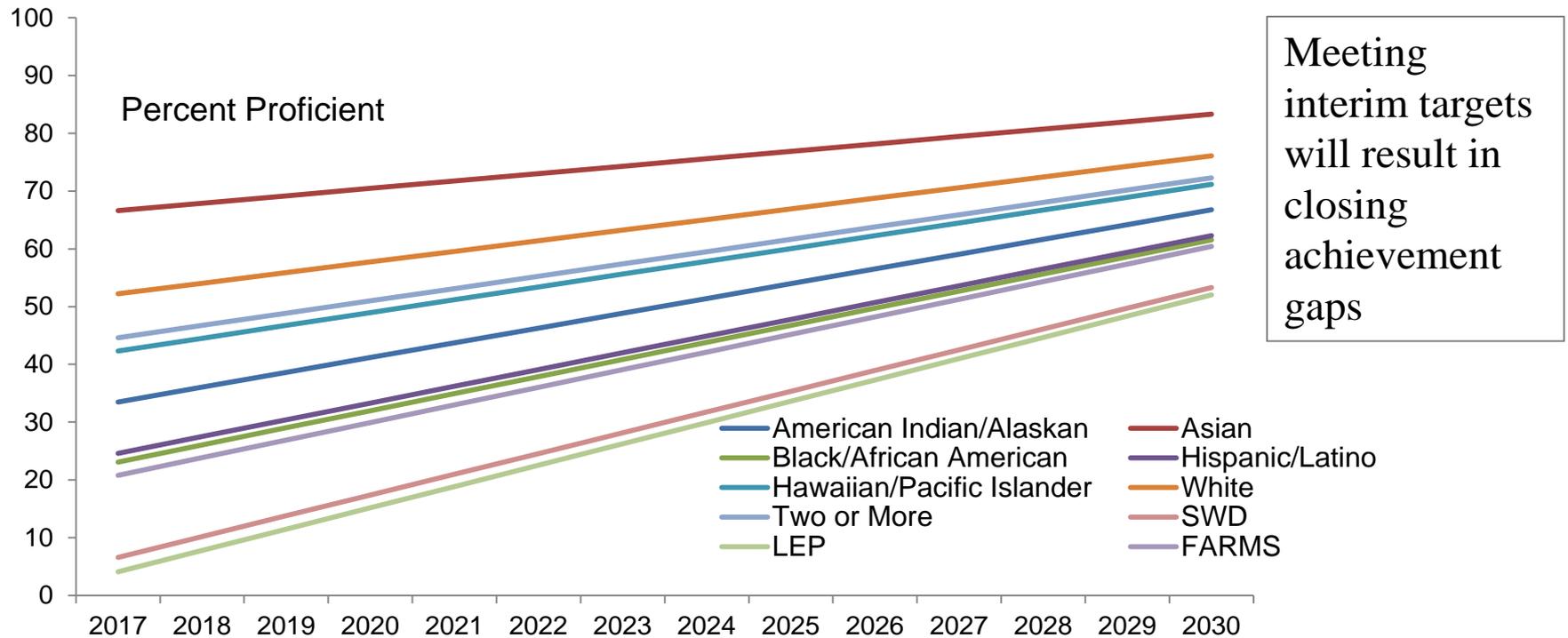
- Proficiency: Performance level 4 and 5
- Baseline: Current Proficiency percentage
- State Standard: Percent Proficiency to be determined (Example, 90% Proficiency)
- Proficiency Gap: State Standard minus Starting Year Baseline
- Interim Length: Target Year (2030) minus Starting Year (2017)
- Interim Gap: Proficiency Gap divide by Interim Length.
- Interim Targets: Previous Interim Target plus Interim Gap
- Long Term Goal: State Standard



Academic achievement long term and interim goals

Option A: Annual Measurable Objective methodology

Closing achievement gaps



Baseline

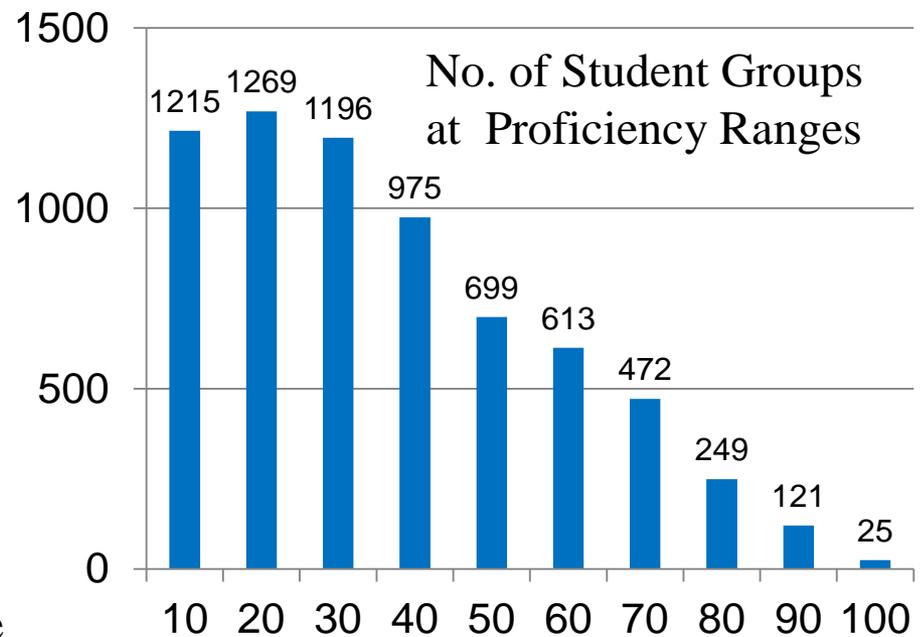
Closing achievement gaps: Every student group will start in a different place depending on the baseline, and student groups farthest behind have the most progress to make.



MSDE recommends the AMO method, cutting proficiency gaps in half by 2030

MSDE recommends long term and interim goals that are **rigorous and attainable**.

- A Proficiency Level of 4 and 5 is both a rigorous and attainable goal.
- Currently over half of the student groups at elementary and middle schools have a percent proficiency of less than 30%.
- Using a long term goal of 2030, the interim targets would be 2.7% or greater, which is rigorous and attainable.
- Although a state target of 90% would be rigorous, the interim targets would not be reasonable nor attainable.
- Stakeholders strongly recommended attainable and realistic goals.



Achievement Goals and Methods

Snapshot of Plans Submitted in May

Proficiency Rate: Reduce Non-proficient

- Arizona, Delaware, North Dakota

Proficiency Rate: Hard Target

- Mixed 75% ELA/ 69% Math (Maine), and 61% ELA/ 41% Math (Nevada)
- 75% Michigan
- 80% Oregon, New Jersey
- 85% D.C.
- 90% Illinois

PARCC states include:
Colorado, D.C., Illinois,
Maryland, New Jersey,
New Mexico

Other Methods include Percentile based (Colorado), Growth to target (Connecticut), and average score improvement (Louisiana, Vermont)

MSDE Recommendation

1. The AMO method will be used to determine school progress.
2. For the AMO method, the goal will be to be “reduce the gap by half.”

Sample Dashboard/Report Card

			ALL STUDENTS	Student Group 1	Student Group 2	Student Group 3	Student Group 4	
		WEIGHT		PERCENTILE RANK *				EQUITY
ACCOUNTABILITY MEASURES	Academic achievement	20	75th	75th	60th	75th	75th	NOT MET
	Growth	25	80th	80th	60th	80th	80th	NOT MET
	Credit for well-rounded	10	90th	90th	60th	90th	90th	NOT MET
	EL proficiency	10	80th	80th	60th	80th	80th	NOT MET
	Chronic absenteeism	15	60th	60th	60th	60th	60th	MET
	Survey	10	70th	70th	60th	70th	70th	NOT MET
	Access to well-rounded	10	70th	70th	60th	70th	70th	NOT MET
	Weighted average		75th	75th	60th	75th	75th	NOT MET
		OVERALL PERCENTILE *	70th	70th	65th	70th	70th	
		ANNUAL TARGETS MET ?						
ANNUAL GOALS	Academic achievement		MET	MET	NOT MET	MET	EXCEEDS	
	Growth		NOT MET	MET	NOT MET	MET	EXCEEDS	
	Credit for well-rounded		MET	MET	NOT MET	MET	EXCEEDS	
SUMMARY	OVERALL PERCENTILE *		70th	PARTICIPATION				MET
	ACADEMIC PERCENTILE *		75th	EQUITY				NOT MET
	NONACADEMIC PERCENTILE *		65th	TARGETS				NOT MET
				ID'ED FOR IMPROVEMENT?				NO

*The overall percentile rank of 70 means this school performed equal to or higher than 70 percent of public schools in the state on the indicators in the school accountability system and according to the established weighting system. The percentile ranks for each accountability measure means this school performed equal or higher to that percent of public schools in the state on that measure.

Sample Dashboard/Report Card

Please see hard copy!

		ALL STUDENTS			Student Group 1	Student Group 2	Student Group 3	Student Group 4	EQUITY
		WEIGHT	TRUE VALUE	PERCENTILE RANK *	PERCENTILE RANK *				
ACCOUNTABILITY MEASURES	Academic achievement	20	Performance Index: 3.12 (math); 3.20 (ELA) Percent proficient: 55% (math); 58% (ELA)	75th	75th	60th	75th	75th	NOT MET
	Growth	25	Median SGP: 80th percentile	80th	80th	60th	80th	80th	NOT MET
	Credit for well-rounded	10	Proficiency in Science: 80% proficient 95% participate in non-core subjects	90th	90th	60th	90th	90th	NOT MET
	EL proficiency	10	EL proficiency: 55% on track to proficiency	80th	80th	60th	80th	80th	NOT MET
	Chronic absenteeism	15	6% of students chronically absent	60th	60th	60th	60th	60th	MET
	Survey	10	School scores 80% on climate measures	70th	70th	60th	70th	70th	NOT MET
	Access to well-rounded	10	85% of K-2 students have access	70th	70th	60th	70th	70th	NOT MET
	Weighted average			75th	75th	60th	75th	75th	NOT MET
OVERALL PERCENTILE *				70th	70th	65th	70th	70th	
ANNUAL TARGETS MET ?									
ANNUAL GOALS	Academic achievement			MET	MET	NOT MET	MET	EXCEEDS	
	Growth			NOT MET	MET	NOT MET	MET	EXCEEDS	
	Credit for well-rounded			MET	MET	NOT MET	MET	EXCEEDS	

SUMMARY	OVERALL PERCENTILE *	70th
	ACADEMIC PERCENTILE *	75th
	NONACADEMIC PERCENTILE *	65th

PARTICIPATION	MET
EQUITY	NOT MET
TARGETS	NOT MET
ID'ED FOR IMPROVEMENT?	NO

*The overall percentile rank of 70 means this school performed equal to or higher than 70 percent of public schools in the state on the indicators in the school accountability system and according to the established weighting system. The percentile ranks for each accountability measure means this school performed equal to that percent of public schools in the state on that measure.

Sample Dashboard/Report Card - Explained

			ALL STUDENTS	Student Group 1	Student Group 2	Student Group 3	Student Group 4	
			WEIGHT	PERCENTILE RANK *				EQUITY
ACCOUNTABILITY MEASURES	Academic achievement	20	75th	75th	60th	75th	75th	NOT MET
	Growth	25	80th	80th	60th	80th	80th	NOT MET
	Credit for well-rounded	10	90th	90th	60th	90th	90th	NOT MET
	EL proficiency	10	80th	80th	60th	80th	80th	NOT MET
	Chronic absenteeism	15	60th	60th	60th	60th	60th	MET
	Survey	10	70th	70th	60th	70th	70th	NOT MET
	Access to well-rounded	10	70th	70th	60th	70th	70th	NOT MET
	Weighted average		75th	75th	60th	75th	75th	NOT MET
OVERALL PERCENTILE *			70th	70th	65th	70th	70th	
ANNUAL TARGETS MET ?								
ANNUAL GOALS	Academic achievement		MET	MET	NOT MET	MET	EXCEEDS	
	Growth		NOT MET	MET	NOT MET	MET	EXCEEDS	
	Credit for well-rounded		MET	MET	NOT MET	MET	EXCEEDS	
SUMMARY	OVERALL PERCENTILE *		70th					
	ACADEMIC PERCENTILE *		75th					
	NONACADEMIC PERCENTILE *		65th					
	PARTICIPATION						MET	
	EQUITY						NOT MET	
	TARGETS						NOT MET	
	ID'ED FOR IMPROVEMENT?						NO	

FOR INFO ONLY

*The overall percentile rank of 70 means this school performed equal to or higher than 70 percent of public schools in the state on the indicators in the school accountability system and according to the established weighting system. The percentile ranks for each accountability measure means this school performed equal or higher to that percent of public schools in the state on that measure.

Recommended classification scheme for reporting

(Must have at least three levels per ESSA)

Exceeded
Met
Not met

Communication of Designations

- ❖ Numbers
 - Traditional: 0-100, 1-5
 - Nontraditional: 0-150, 1-4, GPA
- ❖ Words
 - State determined language (below expectations, met expectations)
 - Federal categories (comprehensive support, reward)
- ❖ Letter grades
 - A-F
- ❖ Symbols
 - Stars
- ❖ Colors
 - Red, Yellow, Green

Achievement Indicator Result Example

Proficiency Outcome
Meets and Exceeds
Improved (Below Target)
No Improvement

Composite Outcome
Meets and Exceeds
Improved (Below Target)
No Improvement



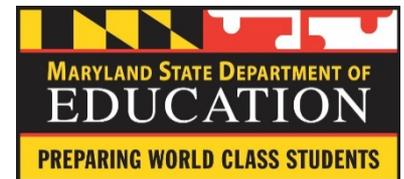
Indicator Result

Exceeds Example: Top 5%	★★★★
Meets <i>(Both Measures Met)</i>	★★★
Improved (Below Target) <i>(Improved but targets not met)</i>	★★
No Improvement <i>(No Improvement and/or Declined)</i>	★

MSDE Recommendation

1. Use percentile rank as the last step in the calculation of each school's summative score.*
2. Make the "equity" determination using the summative score.
3. Use the proposed classification scheme of exceeded, met, and not met where appropriate (equity, annual targets, participation, etc.).
4. Report academic and nonacademic scores separately.

*per MD legislation



Identification of Comprehensive Support and Improvement (CSI) Schools

- The lowest five percent of Title I schools based on the accountability system (identified in 2018-2019; approximately 22 schools)
- High schools with a 4-year cohort graduation rate of less than 67 percent (identified in 2018-2019; approximately 30 schools)
- School Improvement Grant (SIG) IV schools (includes five schools which began implementation in 2016-2017 and will continue through 2020-21)
- Low performing student group (TSI) schools with a student group performing in the bottom five percent of all students based on the accountability system for two years (to be identified in 2021-22)
- **Other State Identified Schools:** Maryland will also identify all schools in the bottom 5 percent based on the accountability system. (identified in 2018-2019; approximately 70-80 schools)

Identifying the Lowest 5% of Schools

- ESSA- States must:
 - Create a “meaningful differentiation” system for all schools
 - Create a “State-determined methodology” based on the system of “meaningful differentiation”
- Protect Our Schools Act:
 - Each LEA must develop an Improvement Plan which must include “the school quality indicators described in...” the State law

Identification of Targeted Support and Improvement (TSI) Schools

- Low-performing student group TSI Schools: Schools with one or more low-performing student groups performing below the summative performance of the “all students” student group in any of the lowest performing five percent of Title I schools (identified in 2018-2019)
- Consistently underperforming TSI Schools: Schools with any student group not meeting its annual targets for two or more years based on the accountability system (identified in 2019-2020)

Sample Performance Data

		ALL STUDENTS			Student Group 1	Student Group 2	Student Group 3	Student Group 4	
		WEIGHT	TRUE VALUE	PERCENTILE RANK *	PERCENTILE RANK *				EQUITY
ACCOUNTABILITY MEASURES	Academic achievement	20	Performance Index: 3.12 (math); 3.20 (ELA) Percent proficient: 55% (math); 58% (ELA)	75th	75th	60th	75th	75th	NOT MET
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	Access to well-rounded	10	85% of K-2 students have access	70th	70th	60th	70th	70th	NOT MET
	Weighted average			75th	75th	60th	75th	75th	NOT MET
OVERALL PERCENTILE *				70th	70th	65th	70th	70th	
ANNUAL TARGETS MET ?									
ANNUAL GOALS	Academic achievement			MET	MET	NOT MET	MET	EXCEEDS	
	Growth			NOT MET	MET	NOT MET	MET	EXCEEDS	
	Credit for well-rounded			MET	MET	NOT MET	MET	EXCEEDS	

SUMMARY	OVERALL PERCENTILE *	70th
	ACADEMIC PERCENTILE *	75th
	NONACADEMIC PERCENTILE *	65th

PARTICIPATION	MET
EQUITY	NOT MET
TARGETS	NOT MET
ID'ED FOR IMPROVEMENT?	NO

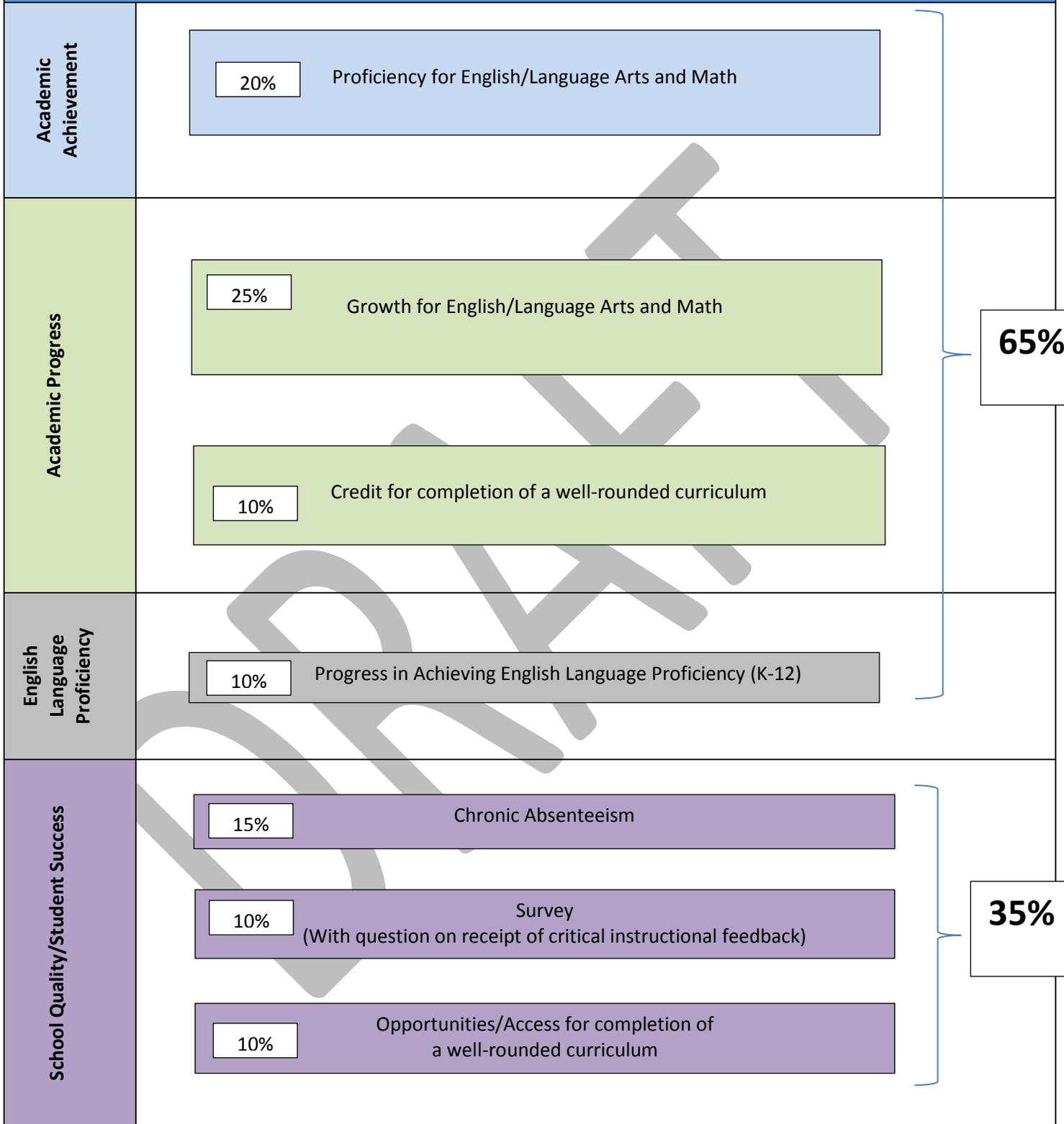
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**Achievement Goals and Classification System Summary
May ESSA Submission States**

State	Assessment	Achievement Goal	Goal Method	Classification
Arizona	Other	Cut proficiency gaps in half by 2027-2028. All Students 90% Proficient by 2039-2040	AMO by ½ (90%) Proficiency Rate	A-F
Colorado	PARCC	Students scoring at 50 th percentile will score at 53 rd percentile in 6 years	Percentile based	4 bands (15 th , 50 th , 85 th)
Connecticut	SBAC	100% of students will hit growth targets by 2029-2030	Growth targets	Index 0-100
Delaware	SBAC	Cut proficiency gaps in half by 2029-2030.	AMO by ½ (100%) Proficiency Rate	Index with text based rating
D.C.	PARCC	85% proficiency by 2038-2039.	Hard Target - Proficiency Rate	5 tier rating system
Illinois	PARCC	90% proficiency by 2032.	Hard Target - Proficiency Rate	4 tier rating system (exemplary to lowest performing)
Louisiana	Other	Average improvement of 2.5 percentage point gains.	Average	A-F
Maine	Other	Various targets by 2030. Long term goal of 75.2% ELA and 69.2% math.	Hard Target - Proficiency Rate	4 tier rating system (exceeds state expectations to requires review for supports)
Massachusetts	Other	None – pending research		6 tier rating system
Michigan	Other	Various targets by 2024-2025. Long term goal of 75%.	Hard Target - Proficiency Rate	A-F
Nevada	SBAC	61% proficiency in ELA and 41% proficient in math by 2022.	Hard Target - Proficiency Rate	5 star rating system
New Jersey	PARCC	80% proficiency by 2030	Hard Target - Proficiency Rate	Index 0-100
New Mexico	PARCC	64.9% proficient ELA and 61.2% proficient math.	Hard Target - Proficiency Rate	A-F
North Dakota	SBAC	Reduce non-proficient by 33% within 6 years.	AMO by 1/3 (100%) Proficiency Rate	Dashboard
Oregon	SBAC	80% proficient/on-track for postsecondary success by 2024-2025.	Hard Target - Proficiency Rate	3 categories for summative. 5 categories for each indicator (meets goal to in the lowest 10)
Tennessee	Other	75% proficient in ELA (3 rd) by 2025	Hard Target - Proficiency Rate	A-F
Vermont	SBAC	Average score at the midpoint of the proficiency range by 2025	Average	5 tier rating system

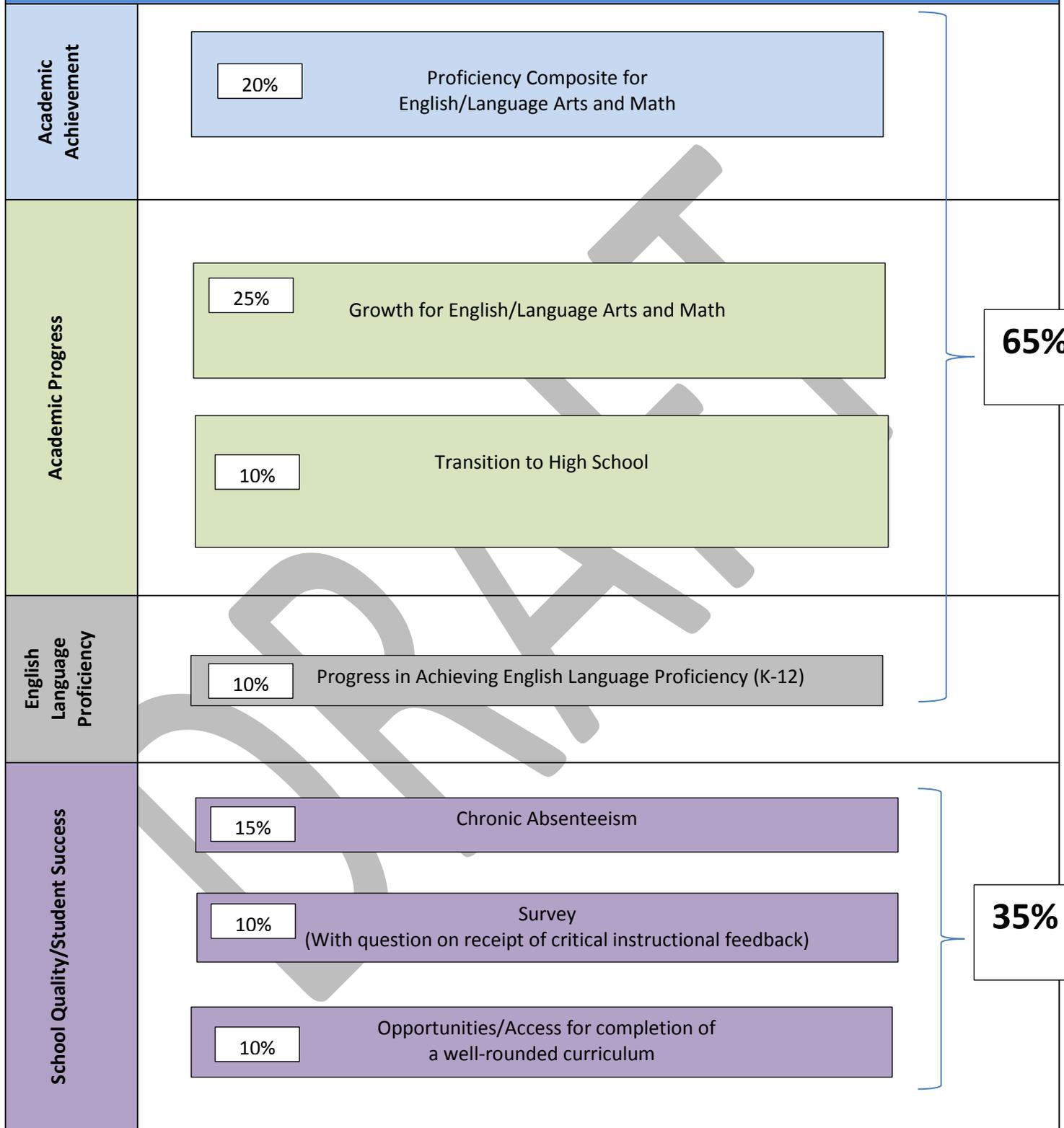
Maryland Accountability Program: A Framework of Indicators Elementary Schools

Draft v5



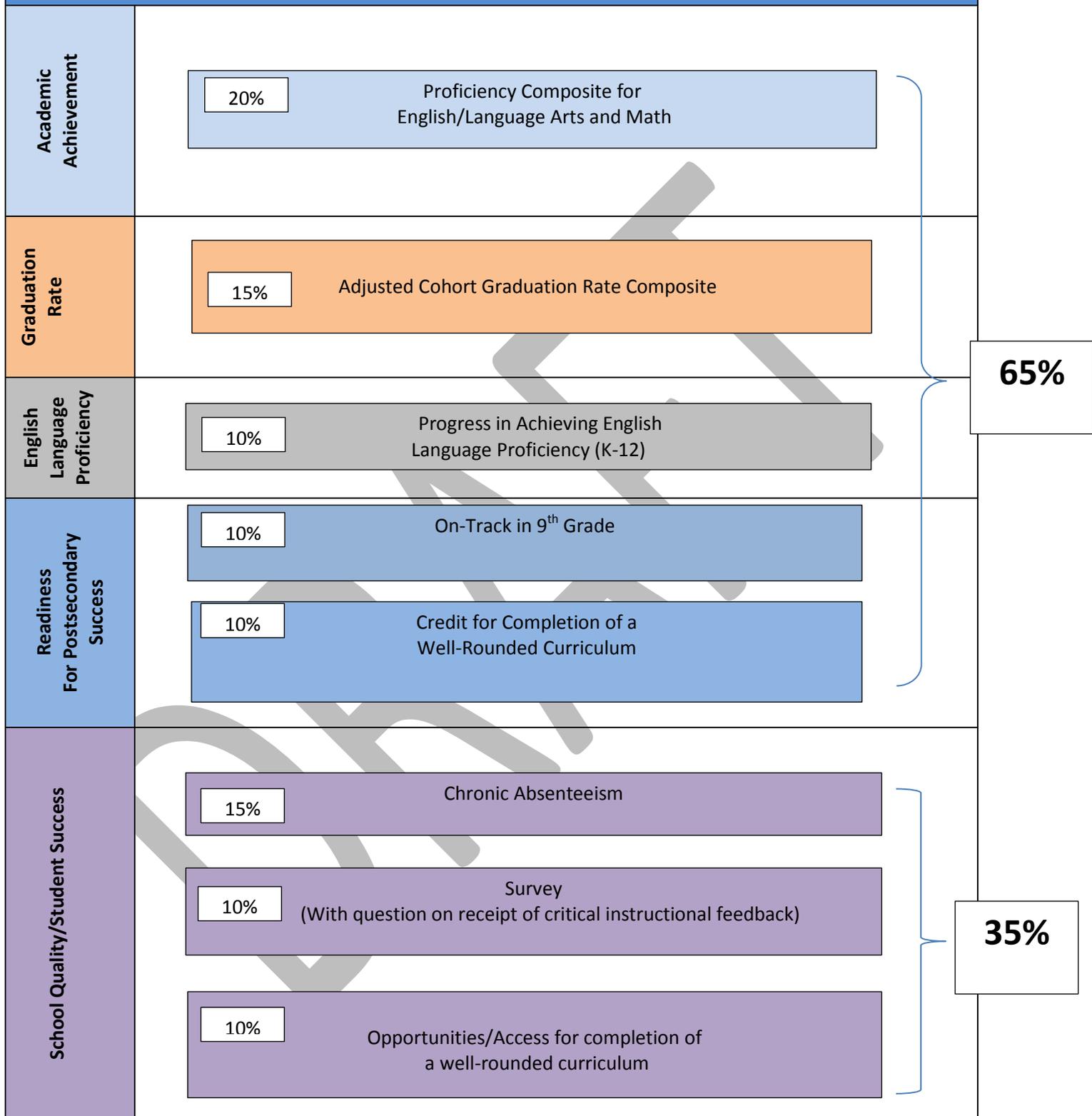
Maryland Accountability Program: A Framework of Indicators Middle Schools

Draft v4



Maryland Accountability Program: A Framework of Indicators High Schools

Draft v5



Federal Employment Data Exchange System (FEDES) Fact Sheet

May 2016

The Federal Employment Data Exchange System (FEDES) program provides information on federal employment to participating states to help them meet their Federal and State reporting requirements. Quarterly data exchanges are conducted with two federal agencies: the Office of Personnel Management (OPM) and the Department of Defense, Defense Manpower Data Center (DMDC).

BACKGROUND

The U.S. Department of Labor awarded a grant to the Maryland Department of Labor Licensing and Regulation (July 2003) to establish a common data exchange environment that would provide states and other grantees with access to Federal civilian and military employment records.

Access to Federal civilian and military employment records is critical to assisting states in meeting reporting requirements under current program reporting systems as well as the common performance measures by capturing wage record data for a population uncovered by the nation's unemployment insurance system.

FEDES provides states access to employment records maintained by the following agencies: Office of Personnel Management (OPM) and Department of Defense (DOD)

MAJOR ACCOMPLISHMENTS TO DATE

Forty-four (41) states and the District of Columbia are currently participating in the FEDES Project: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, South Carolina Tennessee, Texas, Utah, Vermont, Virginia, Washington, and Wisconsin.

PROJECT MANAGEMENT

The University of Baltimore's Jacob France Institute is responsible for the technical operations of the pilot, while the Maryland Department of Labor, Licensing and Regulation oversees the administrative management of FEDES. The pilot is funded by the U.S. Department of Labor, Employment and Training Administration.

FURTHER INFORMATION

For further information including technical guidance and contact information, please visit: <http://www.ubalt.edu/jfi/fedes/>

Growth Measures for States that Submitted ESSA in May

Connecticut: A form of GTT that is conceptually similar to SGP. The targets and trajectories are norm-referenced (set using current students' scores and trajectories), and are different depending on a student's current achievement level ([page 31](#) and [technical paper](#)).

Delaware: SGP (for all students, and for students in the lowest and highest quartiles). The state "is exploring a growth-to-target approach" ([page 35](#)).

District of Columbia: SGP. "OSSE will also consider including an additional criterion referenced or absolute growth measure, e.g., Growth to Proficiency" ([page 19](#)).

Illinois: Linear regression (similar to VAM, where student characteristics set the appropriate trajectory). "If simulations show a more valid and reliable growth metric for purposes of meaningful differentiation, they will be considered by staff and stakeholders for utilization moving forward" ([page 64](#)).

Louisiana: Two-step. First step is GTT, with a hard target of "mastery" and an unclear trajectory. The second step is VAM. If the student does not meet his/her growth-to-target, but does show growth under the VAM model, that student is assigned "partial credit" based on his/her VAM. The amount of partial credit assigned to various growth models are determined by the state ([page 42](#)).

Maine: Transition table similar to level gain method ([page 32](#)).

Massachusetts: SGP. "As Massachusetts transitions its assessment program over the coming years, we will pursue the possibility of using a growth to standard measure for public reporting and as a metric in the district and school accountability system" ([page 42](#)).

Michigan: SGP ([page 25](#)).

Nevada: Composite of SGP and GTT. GTT uses a hard target of "proficiency" for all students; the trajectory toward the target is unclear ([page 25](#)).

New Jersey: SGP ([page 51](#)).

New Mexico: VAM ([page 63](#)).

North Dakota: Essentially a gain score. The assessment determines how much growth a student has made (one year or more/less) and students receive points accordingly ([page 306](#)).

Oregon: SGP ([page 39](#)).

Tennessee: VAM ([page 90](#)).

Vermont: SGP ([page 40](#)).