

Commission on Innovation and Excellence in Education

Overview of Accountability and Student Performance in Maryland

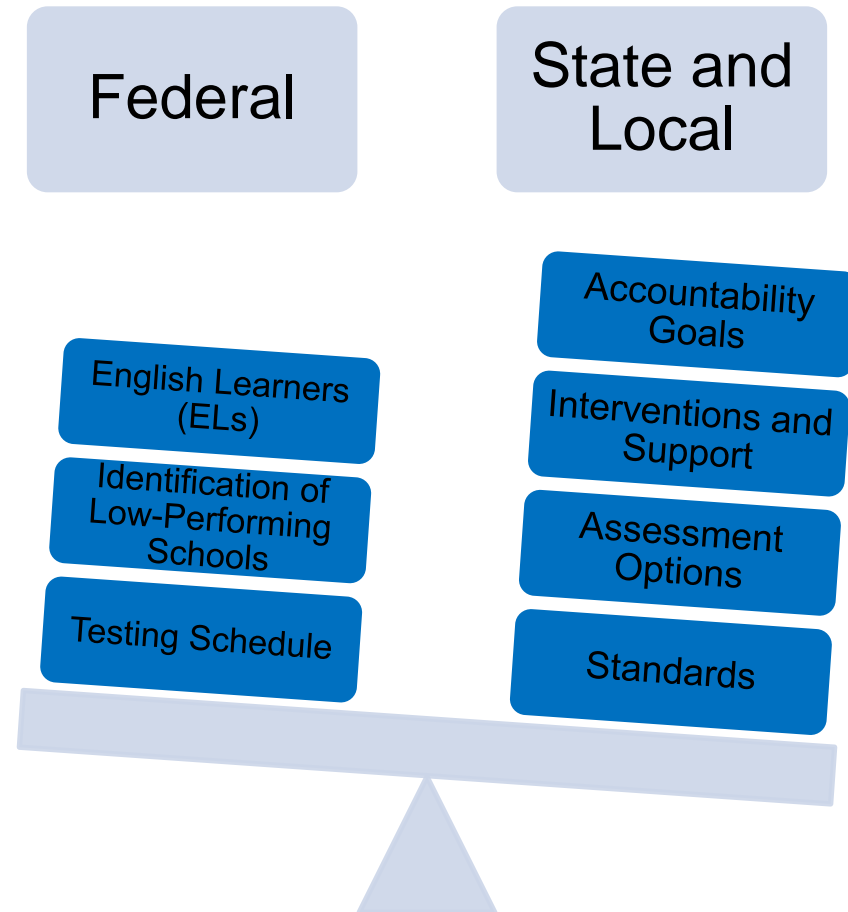
October 31, 2016

Every Student Succeeds Act (ESSA)

- ❑ Signed into law on December 10, 2015
- ❑ Designed to create a long-term, stable federal policy Takes effect in the 2017-2018 school year
- ❑ Takes effect in the 2017- 2018 school year

Substantive Changes

Federal v. State and Local Control in ESSA



Key Elements of ESSA

- ❑ Accountability Plans, Goals, Systems
- ❑ Low Performing Schools Identification and Supports
- ❑ Assessment
- ❑ “Challenging” Academic Standards
- ❑ English-Language Learners - proficiency
- ❑ Students in Special Education

GOALS

ESSA requires states to...

- ❑ set “ambitious” long-term goals, and measurements of interim progress
- ❑ include goals on Academic Achievement, English Learner proficiency, and graduation
- ❑ determine goals based on proficiency
- ❑ determine timeline for long-term and interim goals
- ❑ demonstrate goals narrow achievement gaps

MULTIPLE MEASURES

Indicators Elementary/Middle Schools

Indicator
Achievement

Indicator
Progress/Growth

Indicator
English Learner
Proficiency

Indicator
School Quality/Student
Success

Indicators High Schools

Indicator
Achievement

Indicator
Graduation

Indicator
English Learner
Proficiency

Indicator
School Quality/Student
Success

Components of the Consolidated State Plan

- ❑ Consultation and Coordination
- ❑ Challenging Academic Standards and Assessments
- ❑ Accountability, Support, and Improvement for Schools
- ❑ Supporting Excellent Educators
- ❑ Supporting All Students

Guiding the Work

- ❑ ESSA External Stakeholder Committee
 - ❑ Includes representatives from the Governor's Office, State Board of Education, Maryland Association of Boards of Education, LEAs - teachers, principals, local Superintendents, teacher associations, other school leaders, charter school leaders, parents, community-based organizations, civil rights organizations, institutions of higher education, employers, equity groups, and others.
- ❑ ESSA Internal Committee (MSDE)
- ❑ Seven ESSA Sub-Committees with stakeholder representation

Outreach and Timeline

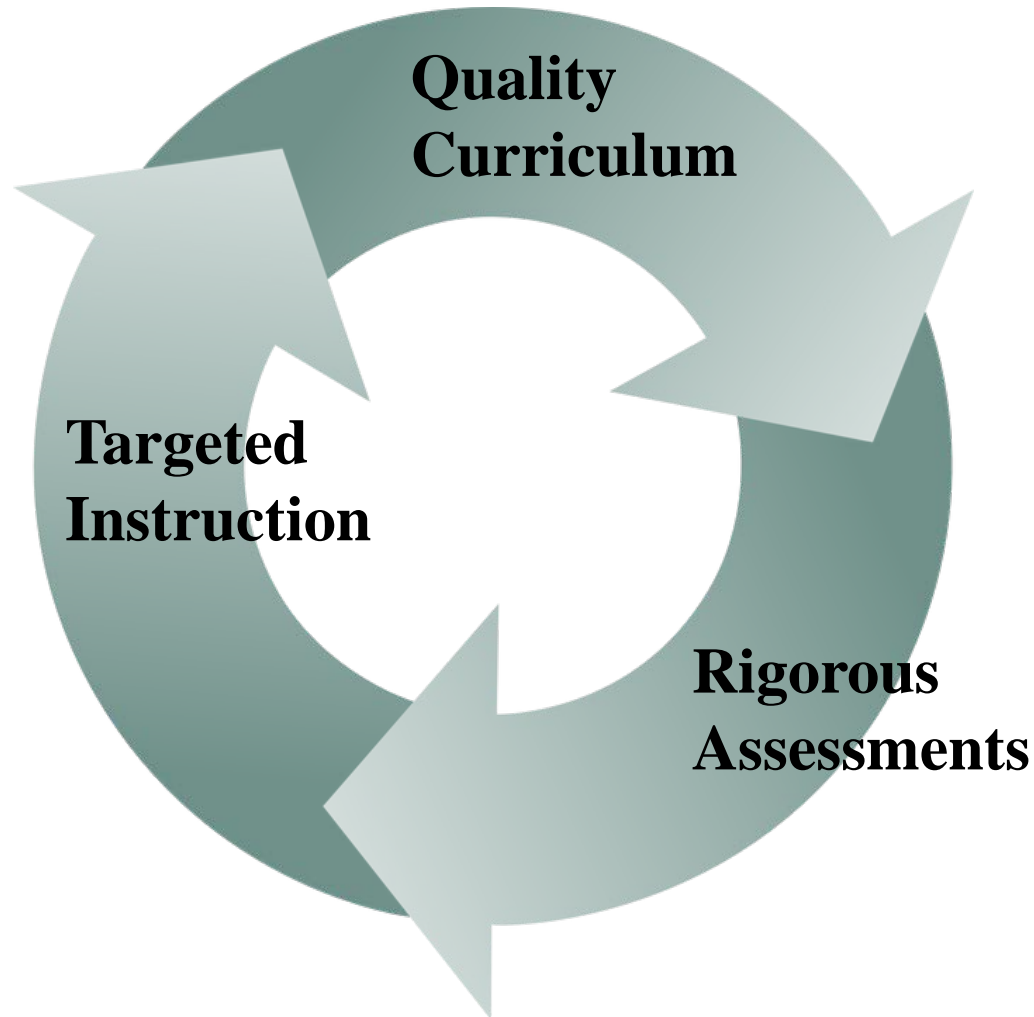
- ❑ More than 52 meetings/focus groups seeking input since March with more planned including surveys and regional gatherings to seek input
- ❑ Discussions with the State Board monthly – focus has been mainly on Accountability System for Maryland
- ❑ First Draft planned for December 2016 – will share to gather input
- ❑ Planning for additional drafts in March and April 2017
- ❑ Submission of Plan – July 2017

Maryland's Assessment Program

A tradition of high expectations and rigorous standards ...

While consistently advancing student achievement

Maryland's Assessment Program



Maryland's Assessment Program

Looking Back...

Looking Forward

From tests of Basic Skills...

To College & Career Ready

Maryland Functional Test 1988

From a memorandum ...

To Ellen,

I am very, very pleased with your work. Since you have been working here, our business has almost doubled, and you have handled the extra work load wonderfully.

I have only two suggestions to make things simpler for you and the rest of the crew.

1. Make a copy of the name lists before sending them to the Mailing Department. Keep this copy in your notebook for your own records.
2. After Bob sees each mailing, make sure he signs his name on each pink slip. File the slips each morning when you come in.

Again, I want to tell you how very pleased everyone here is with your work. We also enjoy your warm smiles and friendly words.

Barbara

8. What is the best statement of the main idea of this memorandum?

- A. Ellen will be getting a promotion very soon.
- B. Barbara and the rest of the crew think Ellen is very pleasant.
- C. Barbara is pleased with Ellen's work and has two suggestions to make it easier.
- D. Ellen needs to learn to be more careful in her work.

Maryland Functional Test 1988

67. Solve for P:

$$P = S - C$$

$$S = .75$$

$$C = .31$$

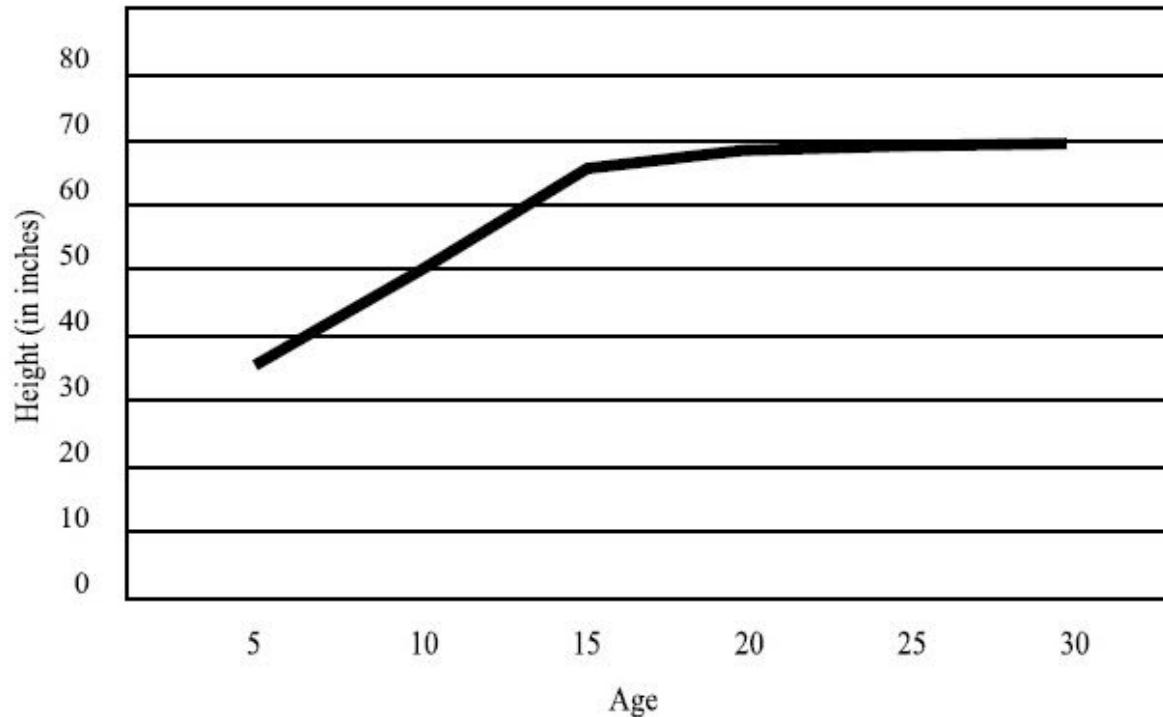
- A. .54
- B. .75
- C. .42
- D. .44

68. A pizza that costs \$10.00 is cut into 8 slices. About how much does each slice cost?

- A. \$18.00
- B. \$ 1.00
- C. \$10.00
- D. \$ 2.00

Maryland Functional Test 1988

AVERAGE HEIGHT AT DIFFERENT AGES

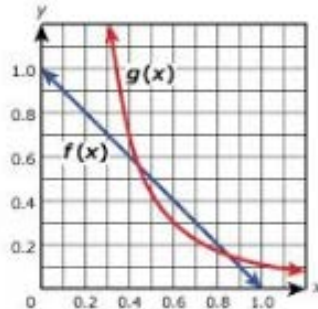


60. Estimate the increase in average height from age 10 to age 20, in inches.

- A. 70
- B. 18
- C. 25
- D. 50

PARCC 2015

The functions $f(x) = 1 - x$ and $g(x) = \frac{0.11}{x^2}$ are defined for all values of $x > 0$. The graphs are shown in the coordinate plane.



Part A

Explain how you can use the graph to find the solution(s) of the equation $f(x) = g(x)$. In your answer, provide the approximate value(s) of the solution(s).

← → 🗑️ [A] [x]

Math symbols

Relations

Part B

Write the value(s) of $f(x)$ when x equals the solution(s) from Part A.

← → 🗑️ [A] [x]

- Math symbols
- Relations
- Geometry
- Groups
- Trigonometry
- Statistics
- Greek

Part C

Let the function $h(x)$ be defined as $h(x) = f(x) - g(x)$.

What are the coordinates of the point(s) on the graph of $h(x)$ when x equals the solution(s) from Part A? Explain your reasoning.

← → 🗑️ [A] [x]

Math symbols

Relations

Geometry

PARCC 2015

Today you will read a biography of Abigail Adams, and then you will read two examples of correspondence between Abigail and her husband, John Adams, who served as President of the United States from 1797 to 1801. As you read these texts, you will gather information and answer questions that will help you understand John and Abigail Adams's relationship and opinions. When you are finished reading, you will write an analytical essay.

Now read a letter Abigail Adams wrote to her husband. Then answer the questions.

Letter to John Adams

Abigail Adams

Braintree

March 31, 1776

1 I wish you would ever write me a letter half as long as I write you, and tell me, if you may, where your fleet are gone; what sort of defense Virginia can make against our common enemy; whether it is so situated as to make an able defense. Are not the gentry lords, and the common people vassals? Are they not like the uncivilized vassals Britain represents us to be? I hope their riflemen, who have shown themselves very savage and even blood-thirsty, are not a specimen of the generality of the people. I am willing to allow the colony great merit for having produced a Washington—but they have been shamefully duped by a Dunmore.

2 I have sometimes been ready to think that the passion for liberty

Part A

Which **two** statements **best** summarize Abigail's ideas regarding the occupation of Boston, based on the letter to her husband?

- ☐ A. Disease wiped out many of the residents of Boston during the occupation of their town.
- ☐ B. Many of the homes that were occupied in Boston were left in better condition than expected.
- ☐ C. It is likely that another town in the Colonies will be similarly occupied in the near future.
- ☐ D. Only the president's and solicitor general's homes were left unharmed by those who occupied Boston.
- ☐ E. The people of Boston do not know whether or not they should return to their homes.
- ☐ F. As long as citizens of other towns take steps to avoid what led to the occupation in Boston, they should be safe from a similar fate.

Part B

Choose **two** quotations that **best** support the answers in Part A.

- ☐ A. "I am fearful of the small-pox, or I should have been in before this time." (paragraph 3)
- ☐ B. "I find it has been occupied by one of the doctors of a regiment..." (paragraph 3)

PARCC 2015

Today you will read a biography of Abigail Adams, and then you will read two examples of correspondence between Abigail and her husband, John Adams, who served as President of the United States from 1797 to 1801. As you read these texts, you will gather information and answer questions that will help you understand John and Abigail Adams's relationship and opinions. When you are finished reading, you will write an analytical essay.

Abigail Smith Adams

Letter to John Adams

Letter to Abigail Adams

Read the biography of Abigail Smith Adams. Then answer the questions.

Abigail Smith Adams (1744-1818)

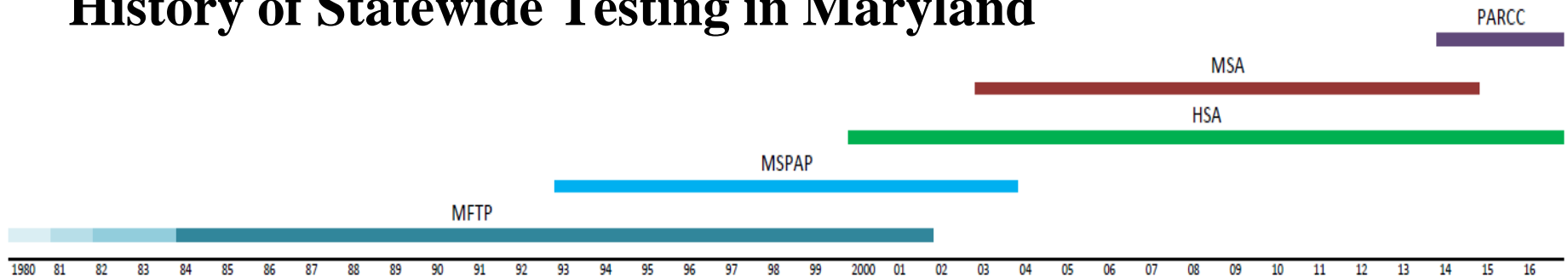
- 1 Abigail Adams was more than just a First Lady. Adams was politically minded and often stood up for those who lacked power such as slaves, women, and the colonies.
- 2 Abigail Smith Adams was born in Massachusetts on November 11, 1744. She came from a prestigious family and was related to Thomas Sheppard and other Congregational ministers. Like other women of her era, she had no formal education, but was curious and worked hard to teach herself. She read any books that were available and became knowledgeable about a variety of subject matters most women never considered.
- 3 Abigail Smith married John Adams in 1764. He was a young Harvard graduate teaching school and trying to launch a career in

Both John and Abigail Adams believed strongly in freedom and independence. However, their letters suggest that each of them understood these terms differently based on their experiences.

Write an essay that explains their contrasting views on the concepts of freedom and independence. In your essay, make a claim about the idea of freedom and independence and how John and Abigail Adams add to that understanding and/or illustrate a misunderstanding of freedom and independence. Support your response with textual evidence and inferences drawn from all three sources.

B *I* U    

History of Statewide Testing in Maryland



MFTP

- Maryland Functional Testing Program

Grades

- 7-8
- 9
- 10 (citizenship)
- 11

Content Areas

- Reading
- Mathematics
- Writing
- Citizenship

MSPAP

- Maryland School Performance Assessment Program

Grades

- 3, 5, 8

Content Areas

- Reading
- Language Usage
- Writing
- Mathematics
- Science
- Social Studies

HSA

- High School Assessment

Grades

- 9-12

Content Areas

- Algebra (through 2015)
- English (through 2015)
- Biology
- Government

MSA

- Maryland School Assessment

Grades

- 3-8

Content Areas

- Reading
 - 3, 5, 8 – since 2003
 - 4, 6, 7 – since 2004
- Mathematics
 - 3, 5, 8 – since 2003
 - 4, 6, 7 – since 2004
- Science
 - 5, 8 – since 2007

PARCC

- Partnership for Assessment of Readiness for College and Careers

Grades

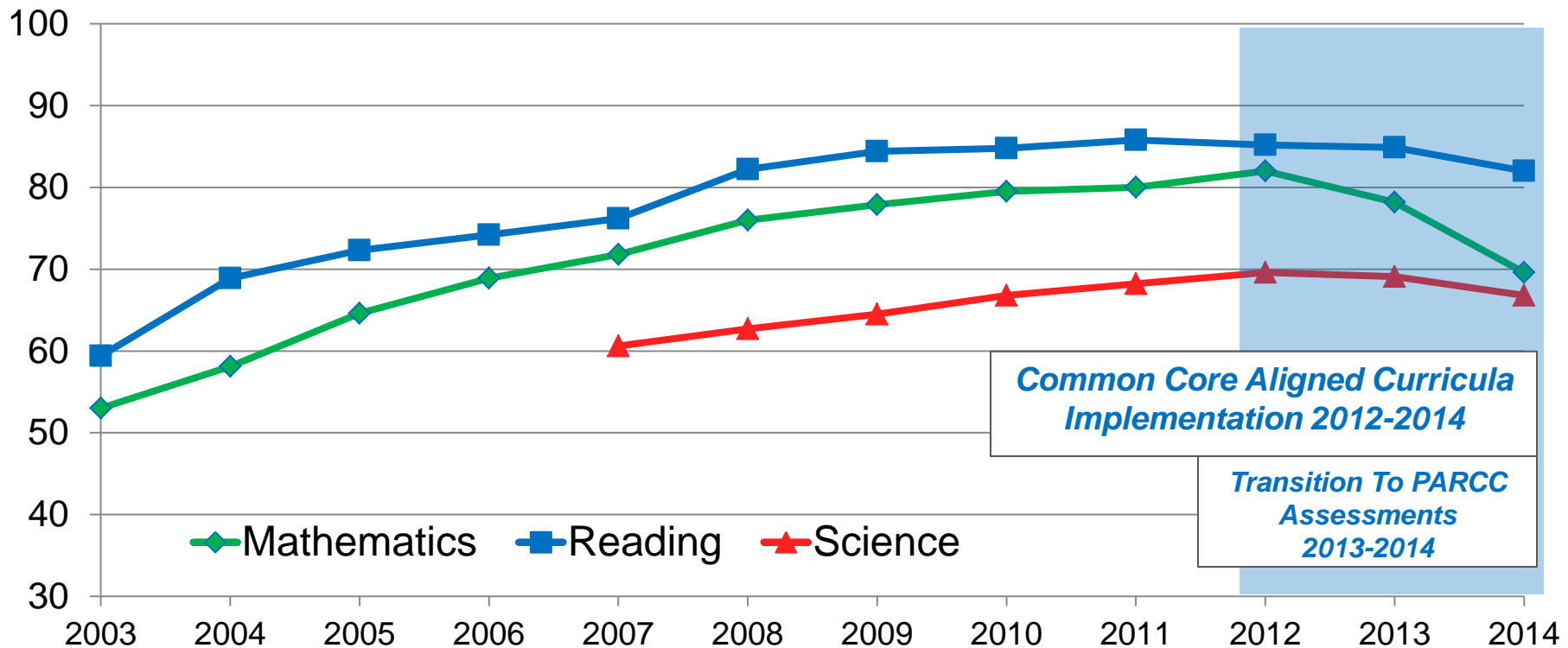
- 3-8
- High School end of course

Content Areas

- Reading
- Mathematics
- Writing
- Algebra I, II
- Geometry (2016-17)
- English 10
- English 11 (2015-16)
- English 9 (2016-17)

MARYLAND SCHOOL ASSESSMENT PROGRAM 2003-2014 TREND BY PERCENT PROFICIENT

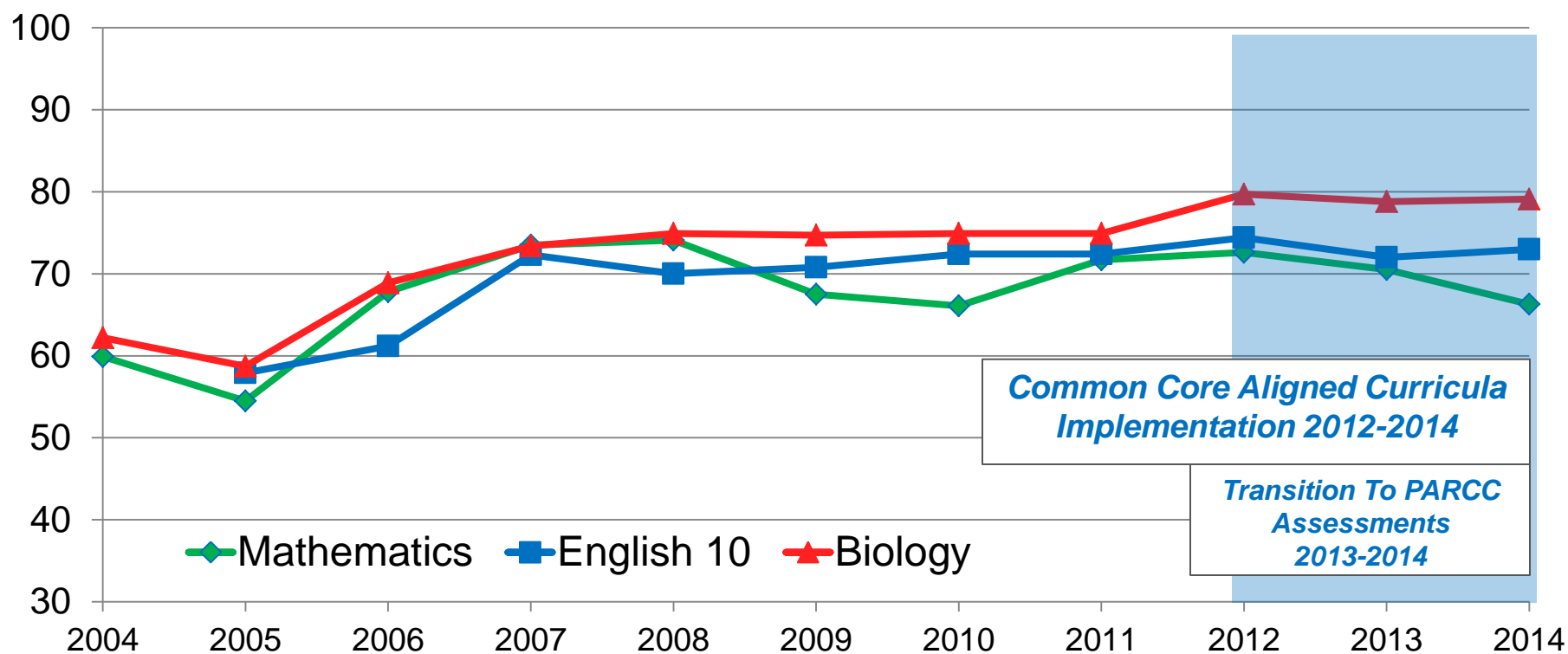
ELEMENTARY AND MIDDLE SCHOOL



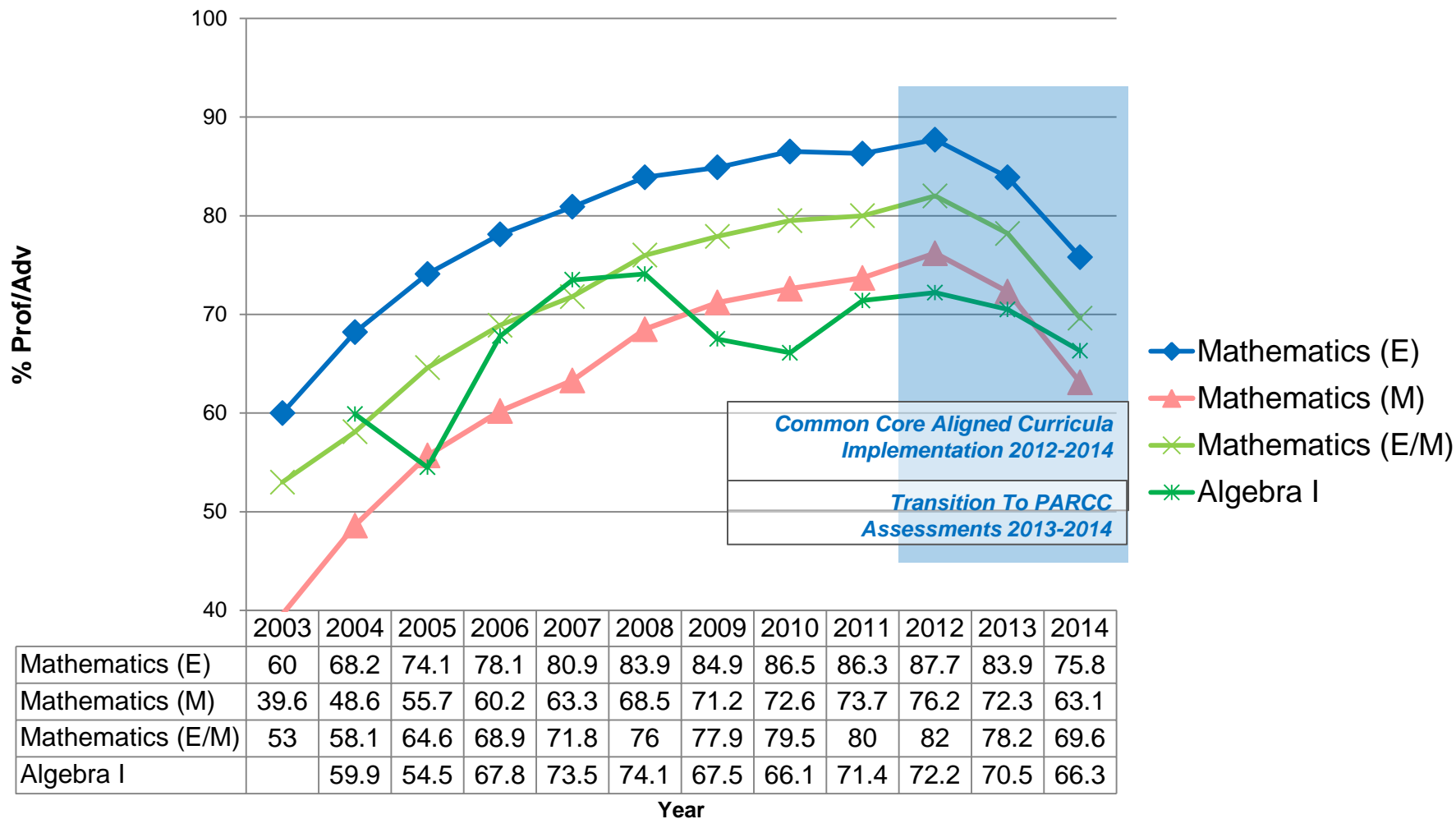
HIGH SCHOOL ASSESSMENTS

2004-2014 TREND

FIRST TIME TEST TAKERS BY PERCENT PASSING

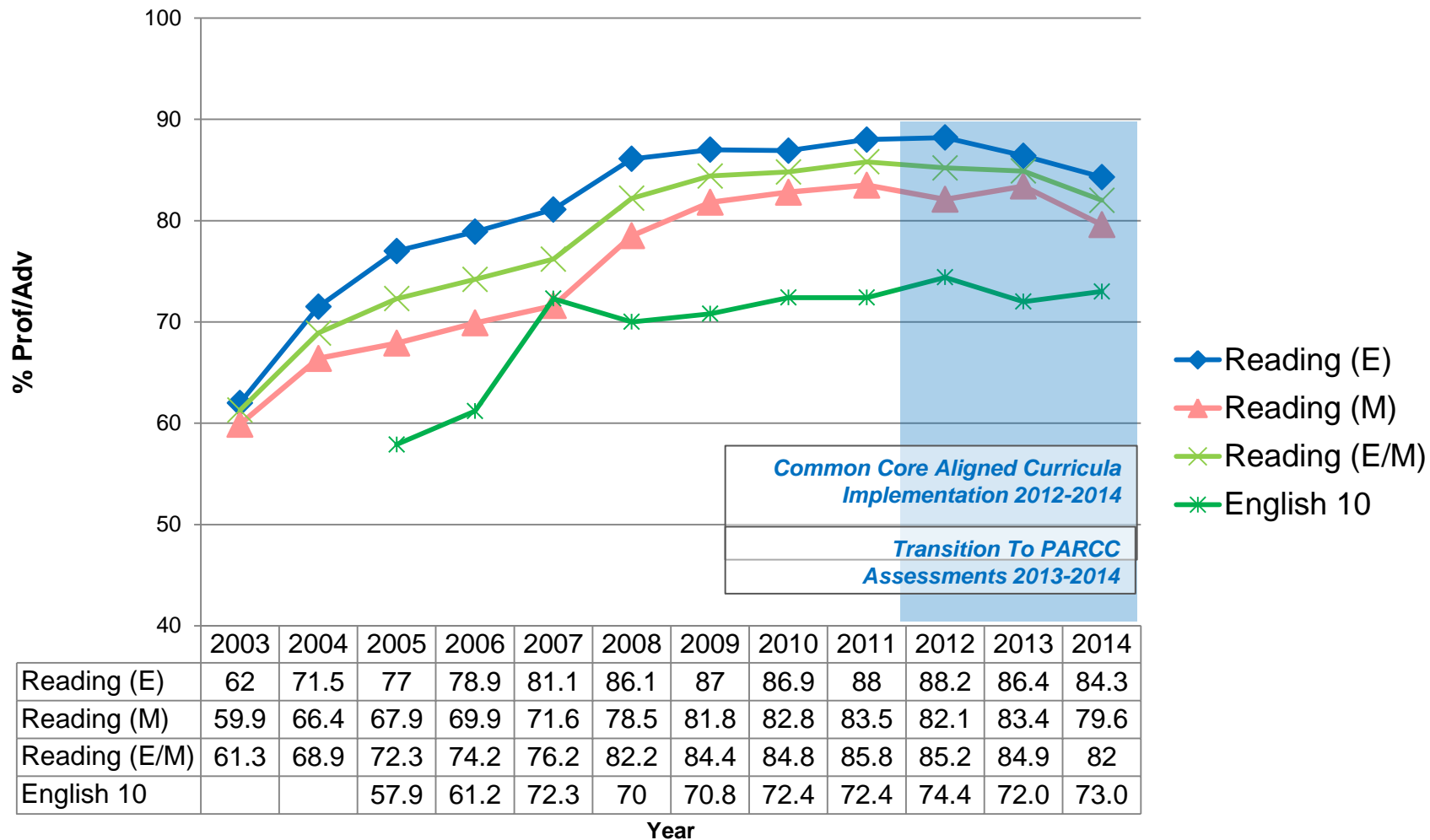


MATHEMATICS BY PROFICIENCY - ALL STUDENTS



* High School Assessments are first time test takers.

READING BY PROFICIENCY - ALL STUDENTS

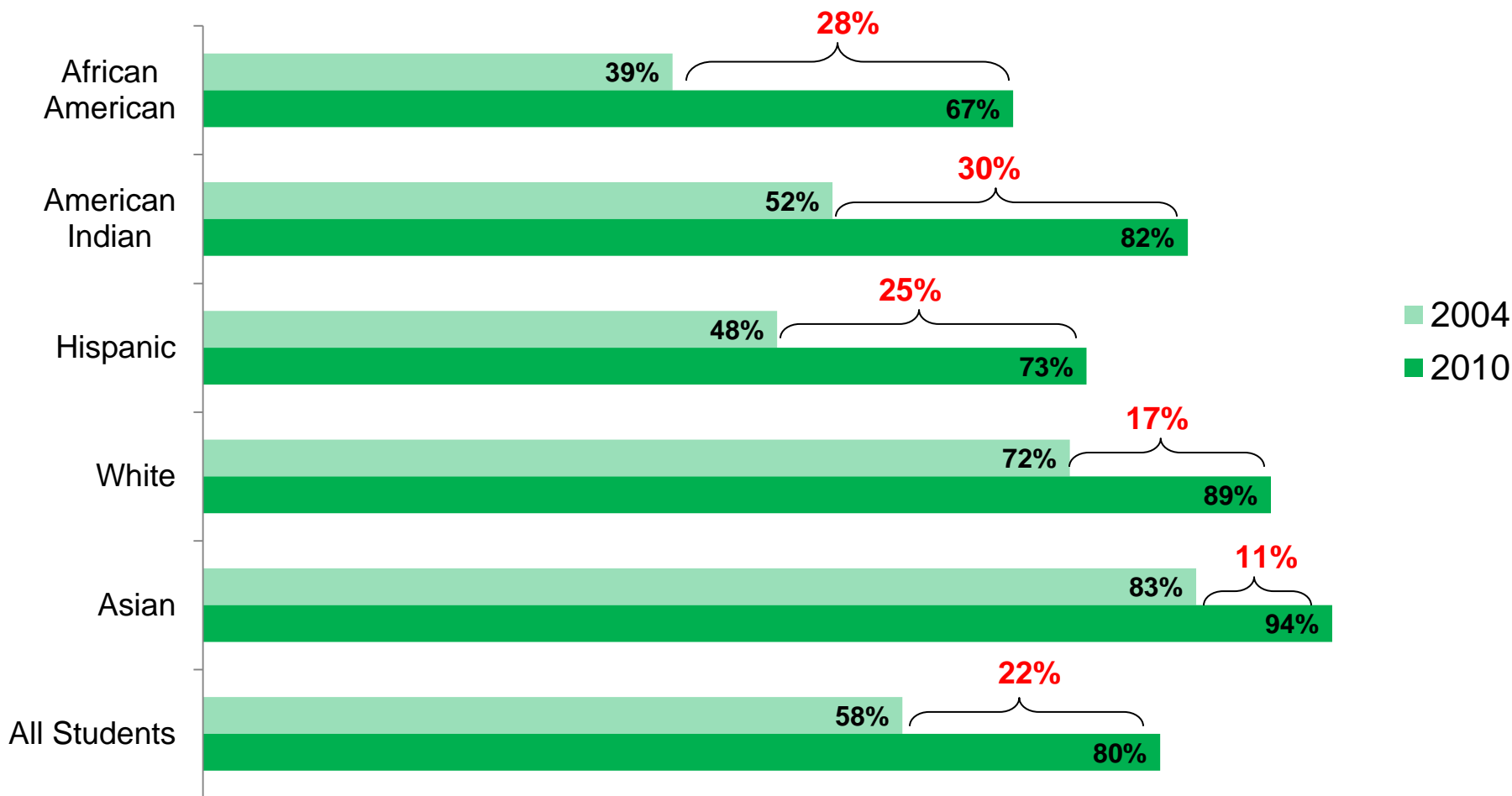


* High School Assessments are first time test takers.

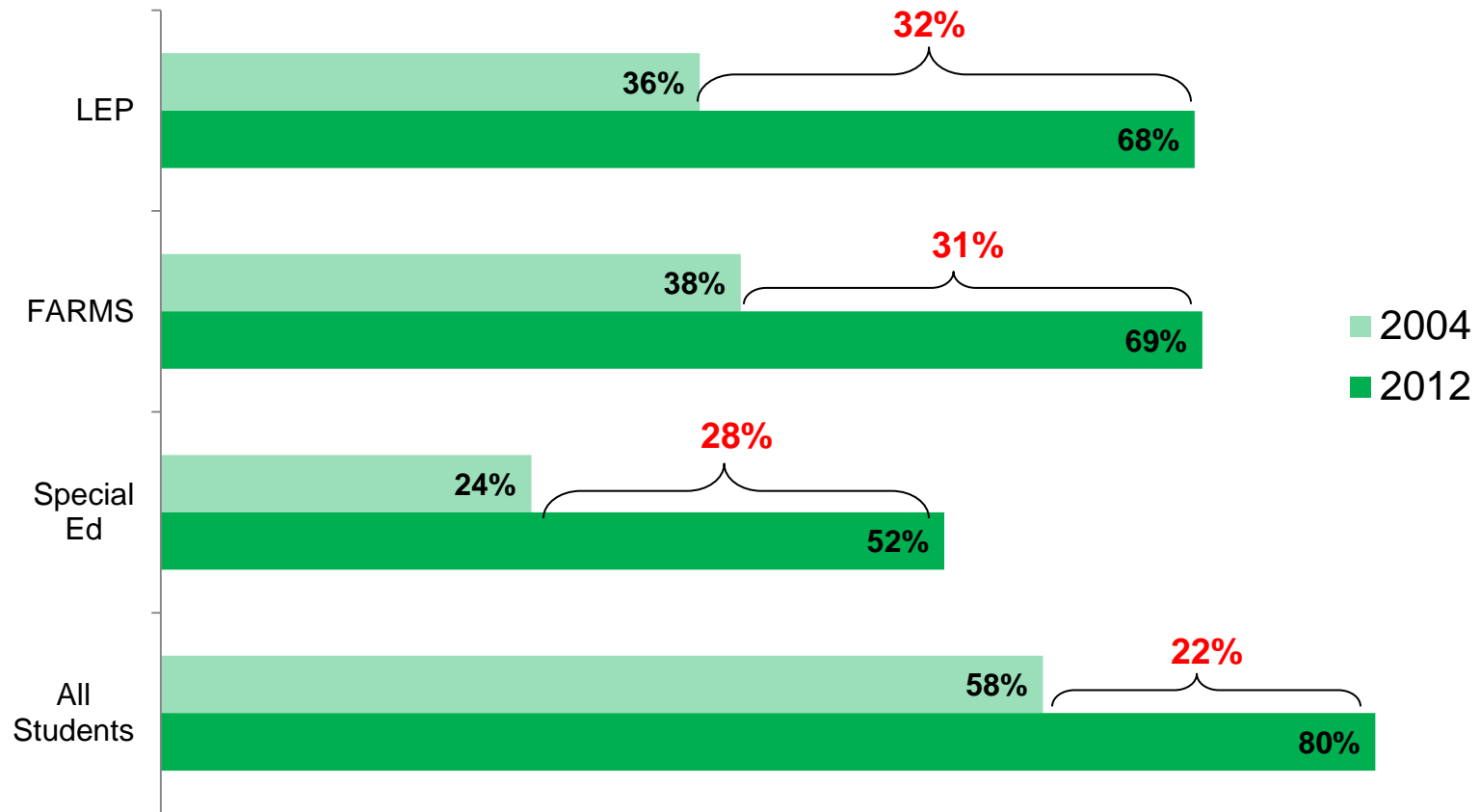
HOW DID OUR STUDENT GROUPS DO DURING THIS TIME?



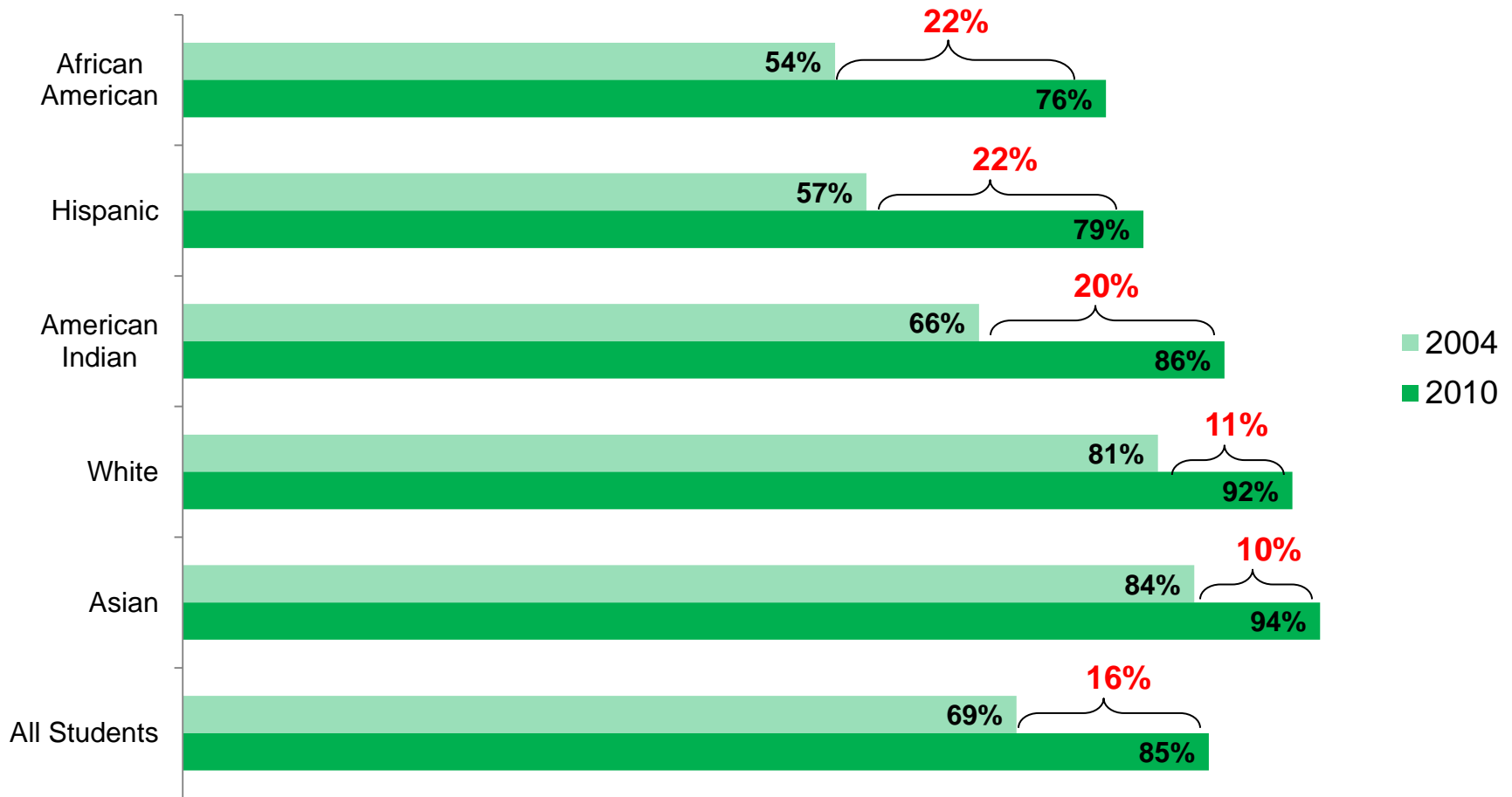
Mathematics MSA Grade 3-8 Assessment Improvement 2004 to 2010 Racial Groups by Percent Proficient



Mathematics MSA 3-8 Grade Assessments Improvement 2004 to 2012 Student Groups by Percent Proficient

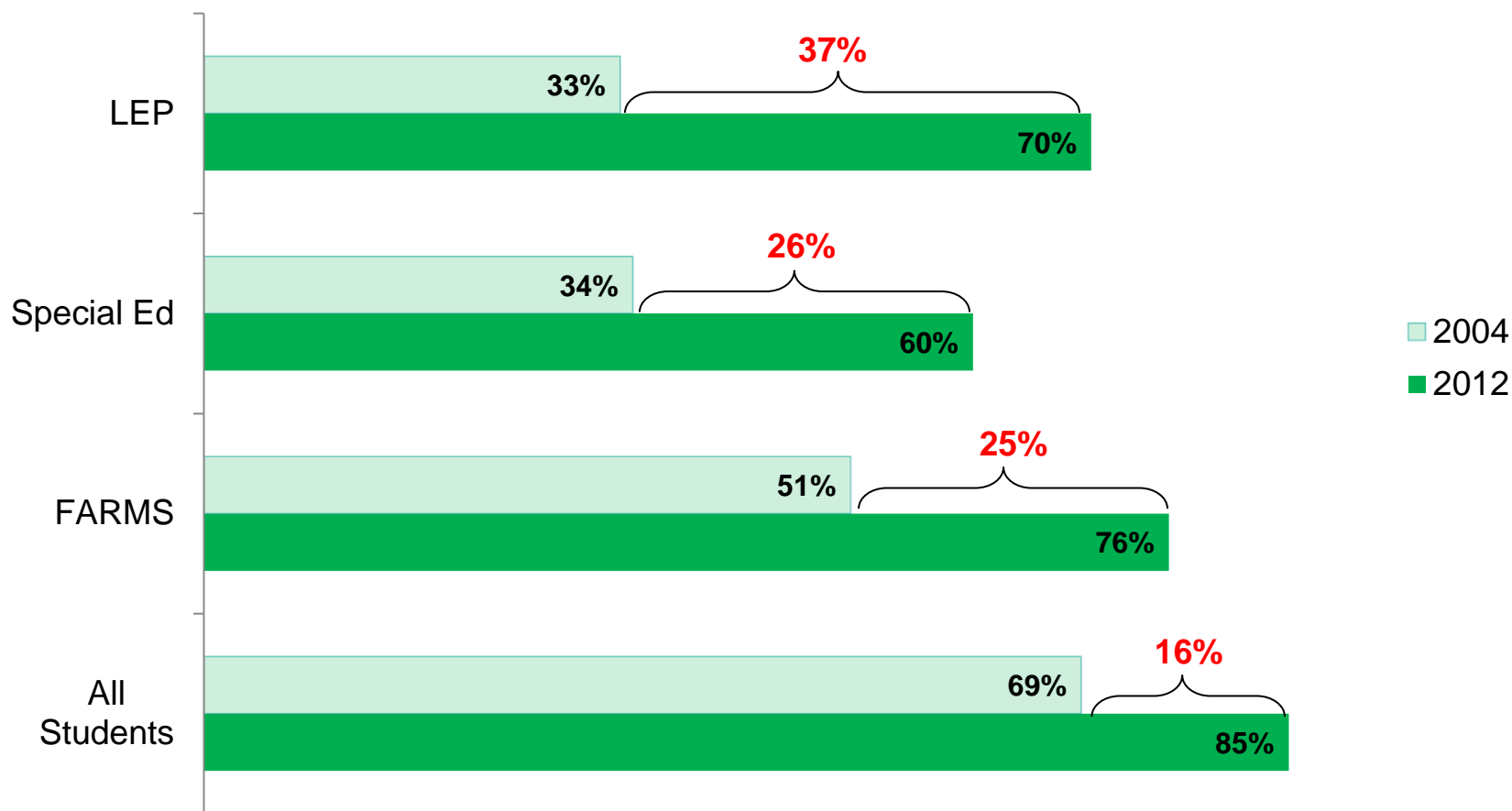


Reading MSA Grade 3-8 Assessment Improvement 2004 to 2010 Racial Groups by Percent Proficient



* Racial Categories were redefined in 2010 so trend data is presented from 2004 to 2010.

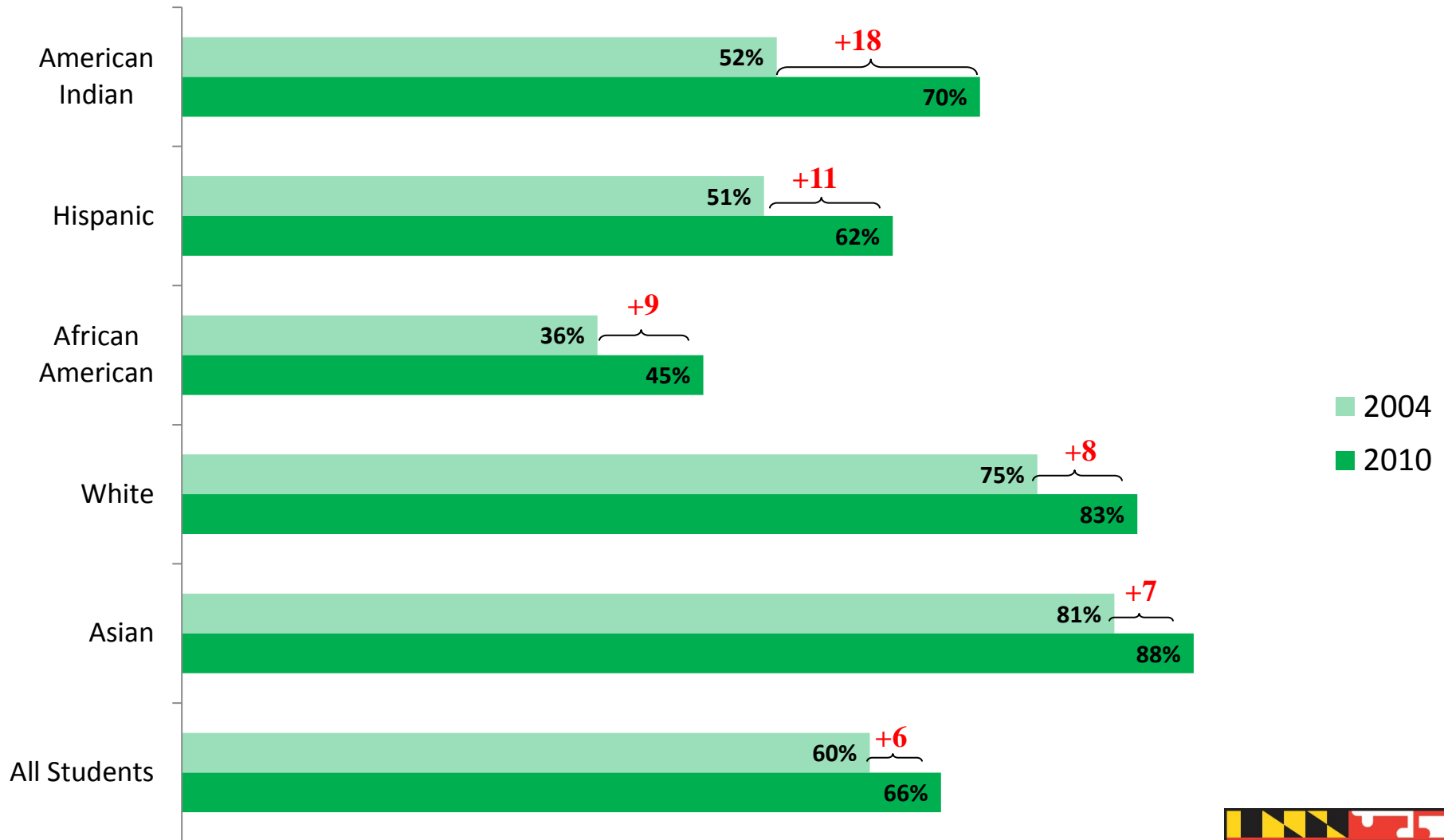
MSA Reading Grade 3-8 Assessments: Improvement 2004 to 2012 Student Groups by Percent Proficient



HSA ALGEBRA I

Improvement 2004 to 2010

Racial Groups by Percent Passing

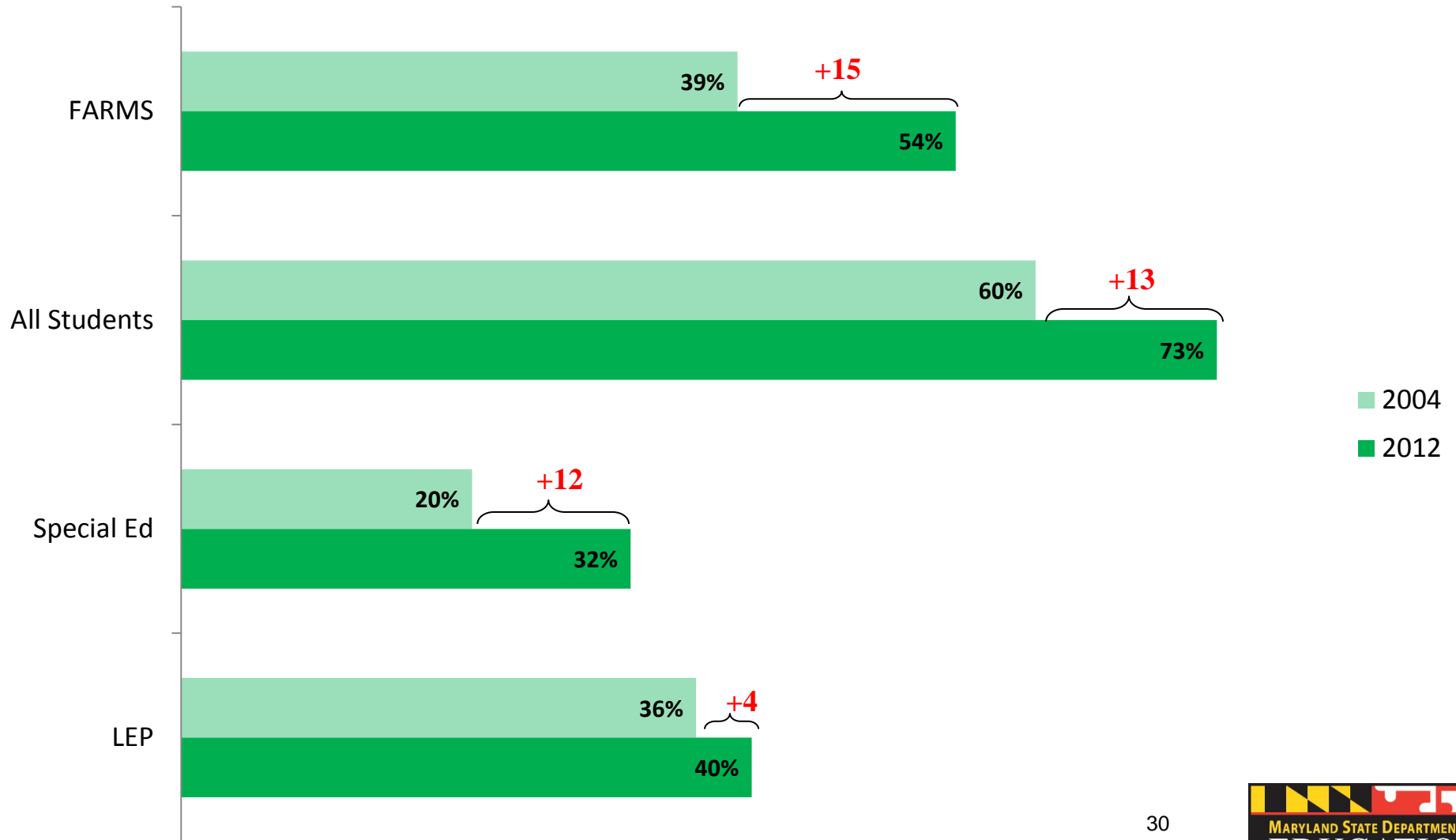


* Racial Categories were redefined in 2010 so trend data is presented from 2004 to 2010.

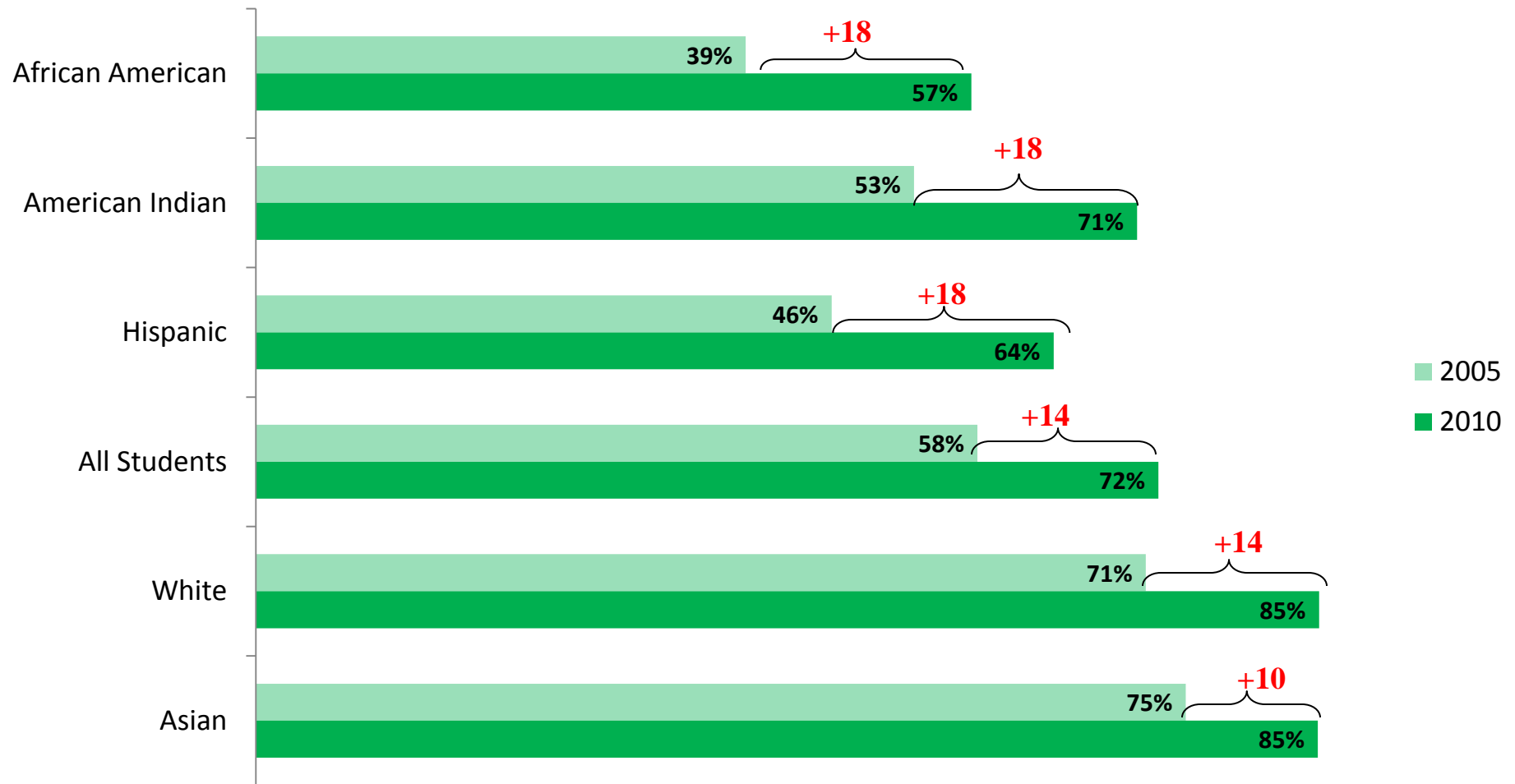
HSA ALGEBRA I

Improvement 2004 to 2012

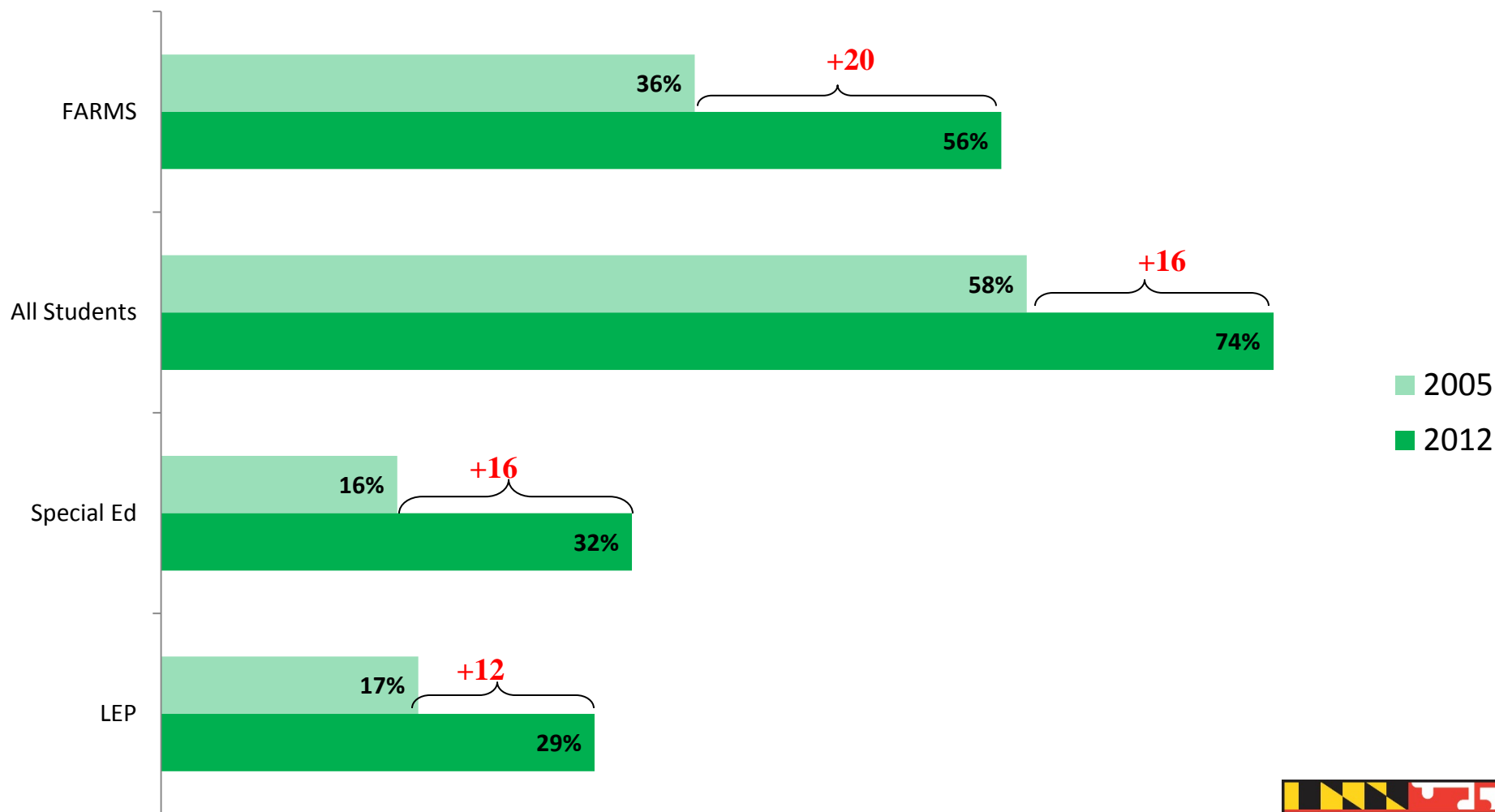
Student Groups by Percent Passing



HSA English 10 Improvement 2005 to 2010 Racial Groups by Percent Passing

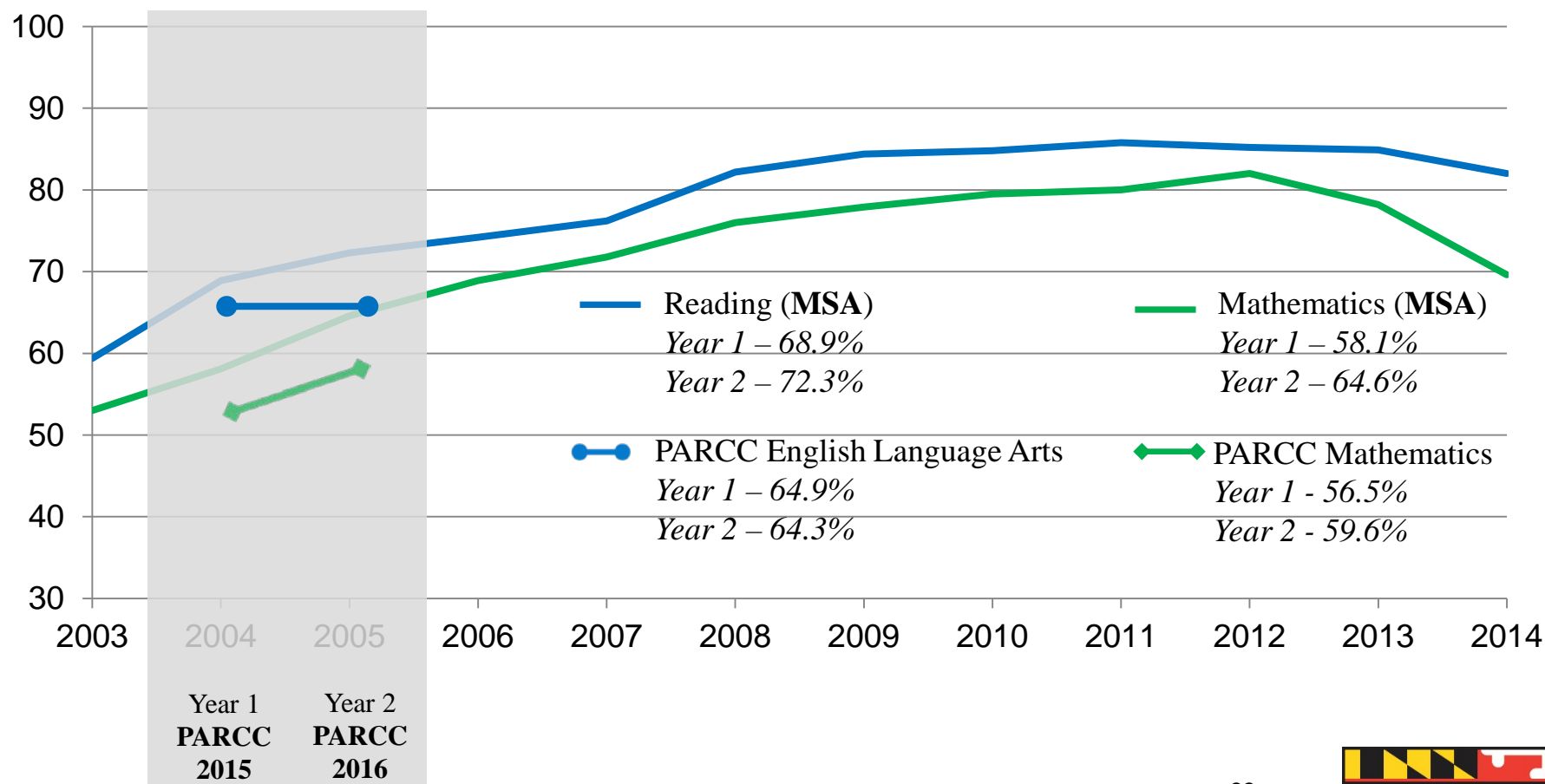


HSA English 10 Improvement 2005 to 2012 Student Groups by Percent Passing

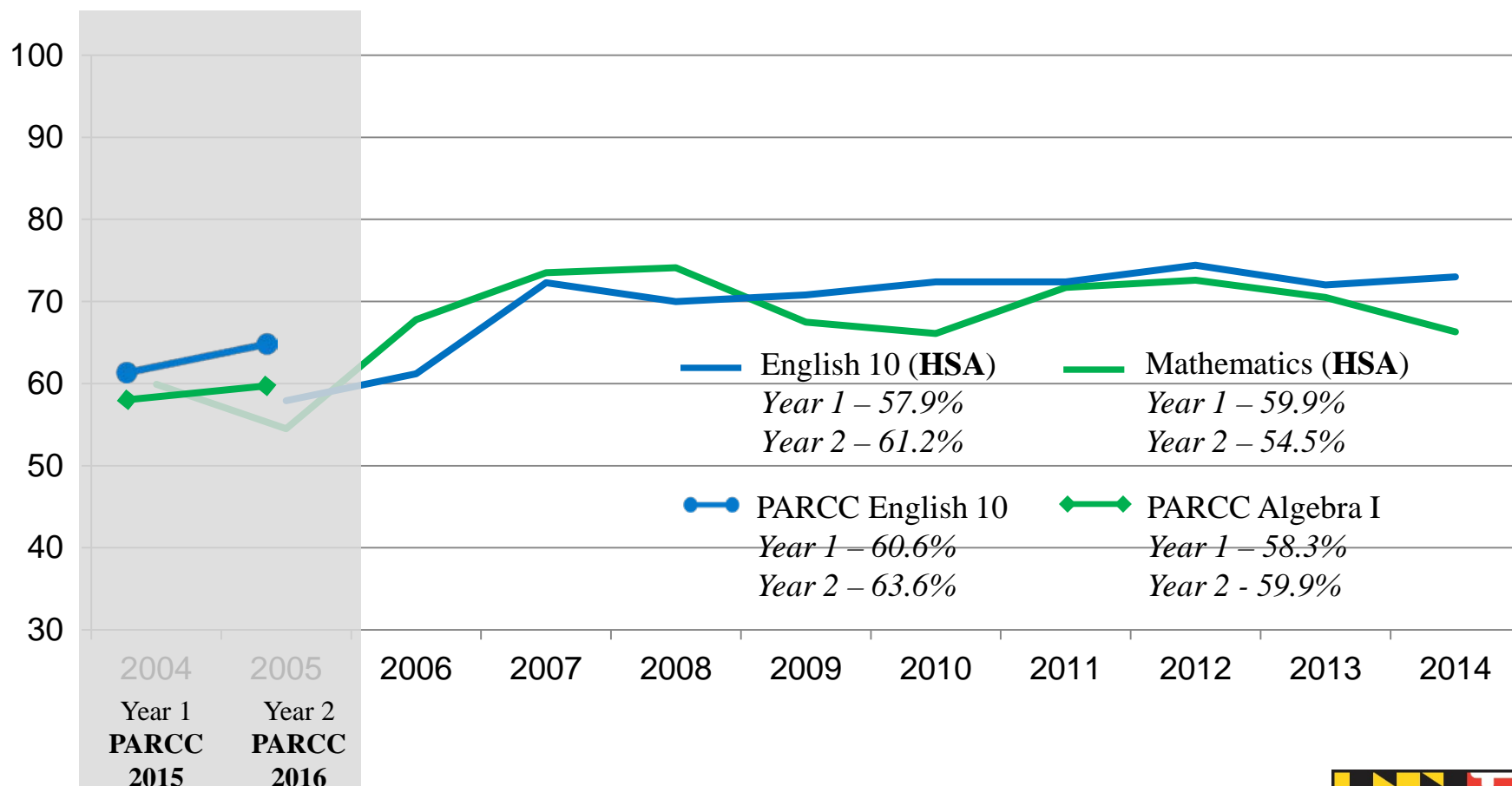


* HSA English 10 was first administered in 2005.

PARCC ELEMENTARY AND MIDDLE SCHOOL RESULTS BY PERCENT AT PERFORMANCE LEVEL 3, 4 AND 5 YEAR 1 (2014-2015) AND YEAR 2 (2015-2016)

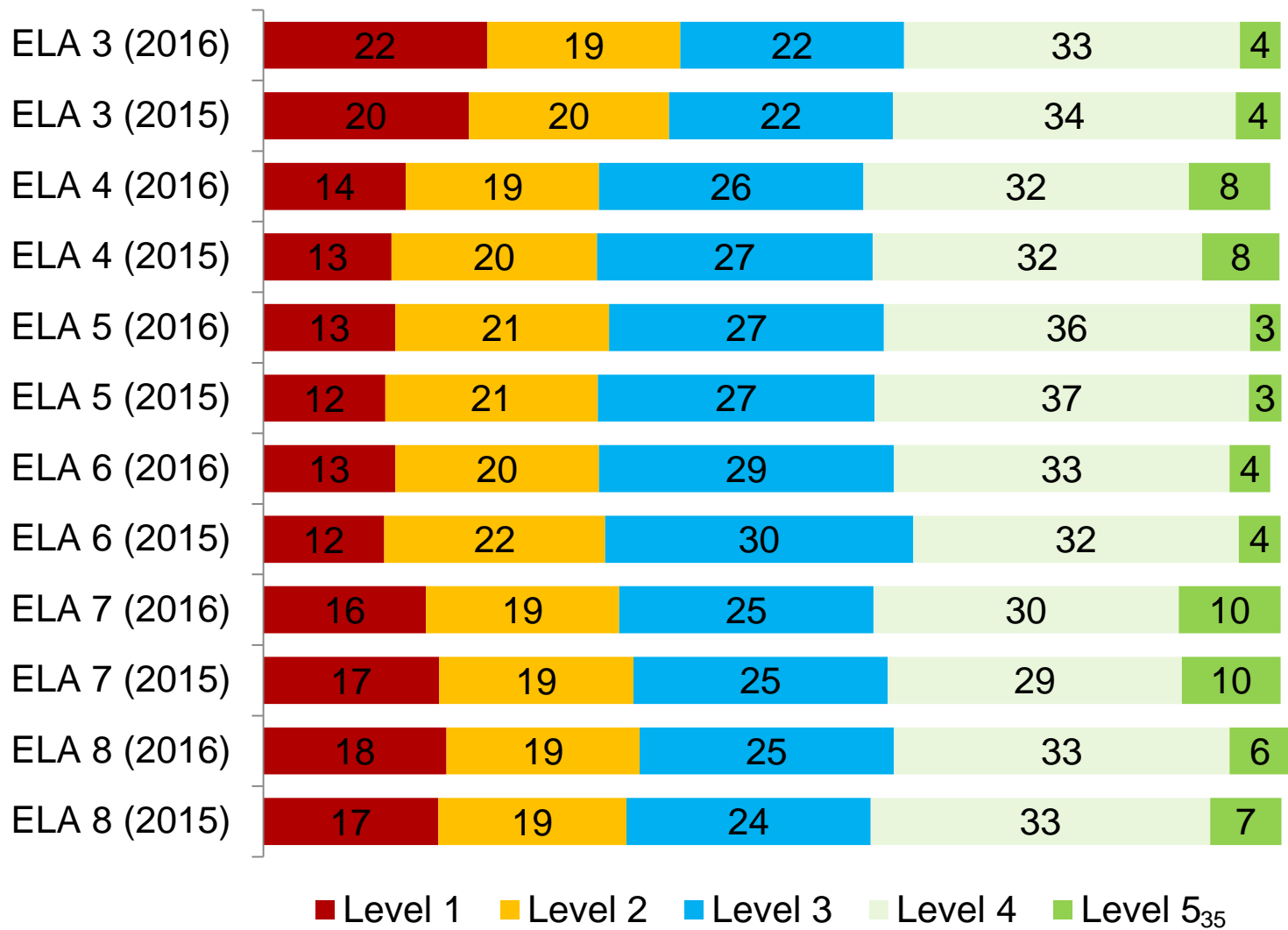


PARCC HIGH SCHOOL ASSESSMENT RESULTS BY PERCENT AT PERFORMANCE LEVEL 3, 4 AND 5 YEAR 1 (2014-2015) AND YEAR 2 (2015-2016)



PARCC ENGLISH LANGUAGE ARTS – Grades 3 - 8

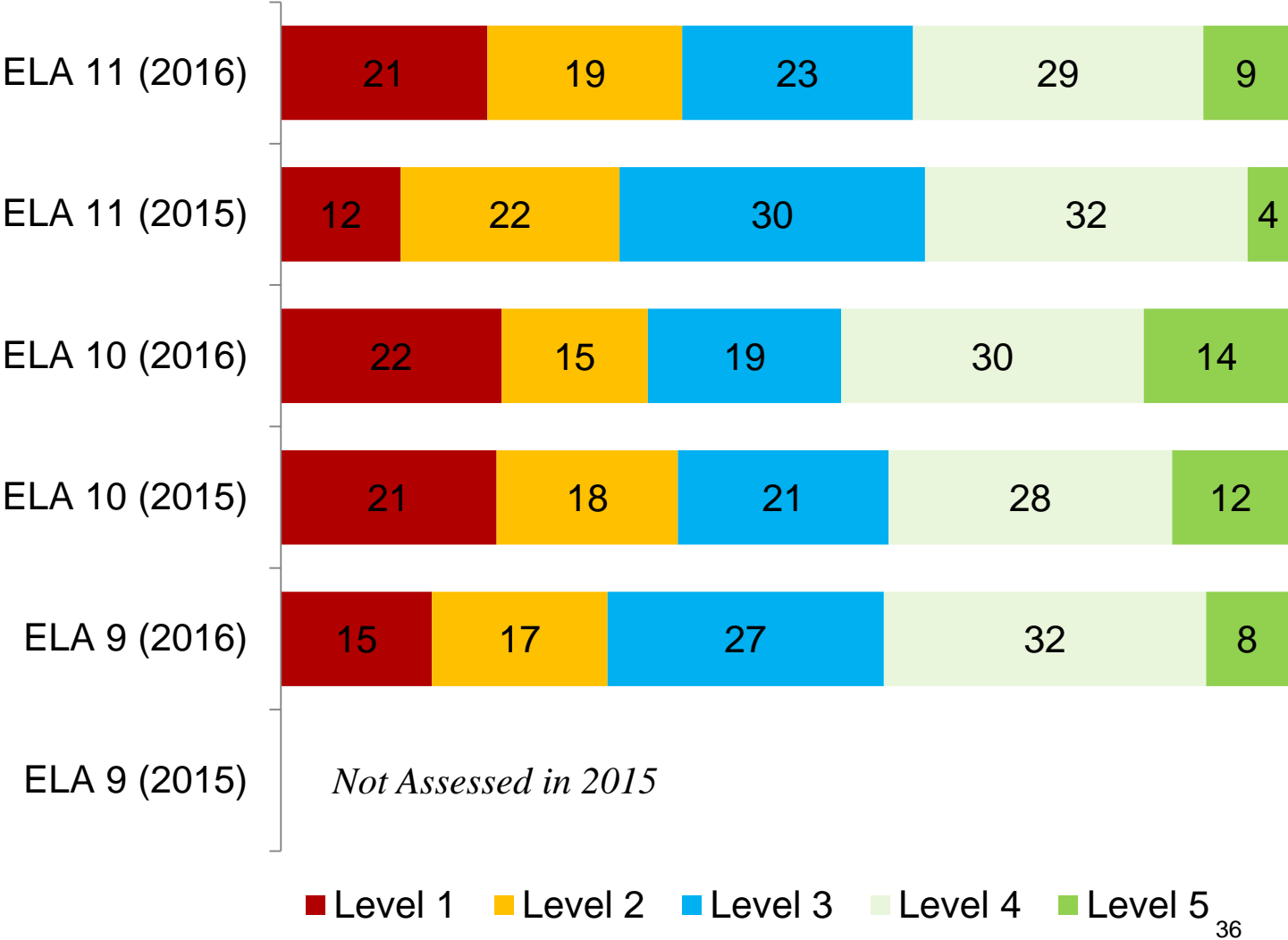
2015, 2016 Results by Performance Level



Note: Percentages may not total 100% due to rounding

PARCC ENGLISH LANGUAGE ARTS – High School

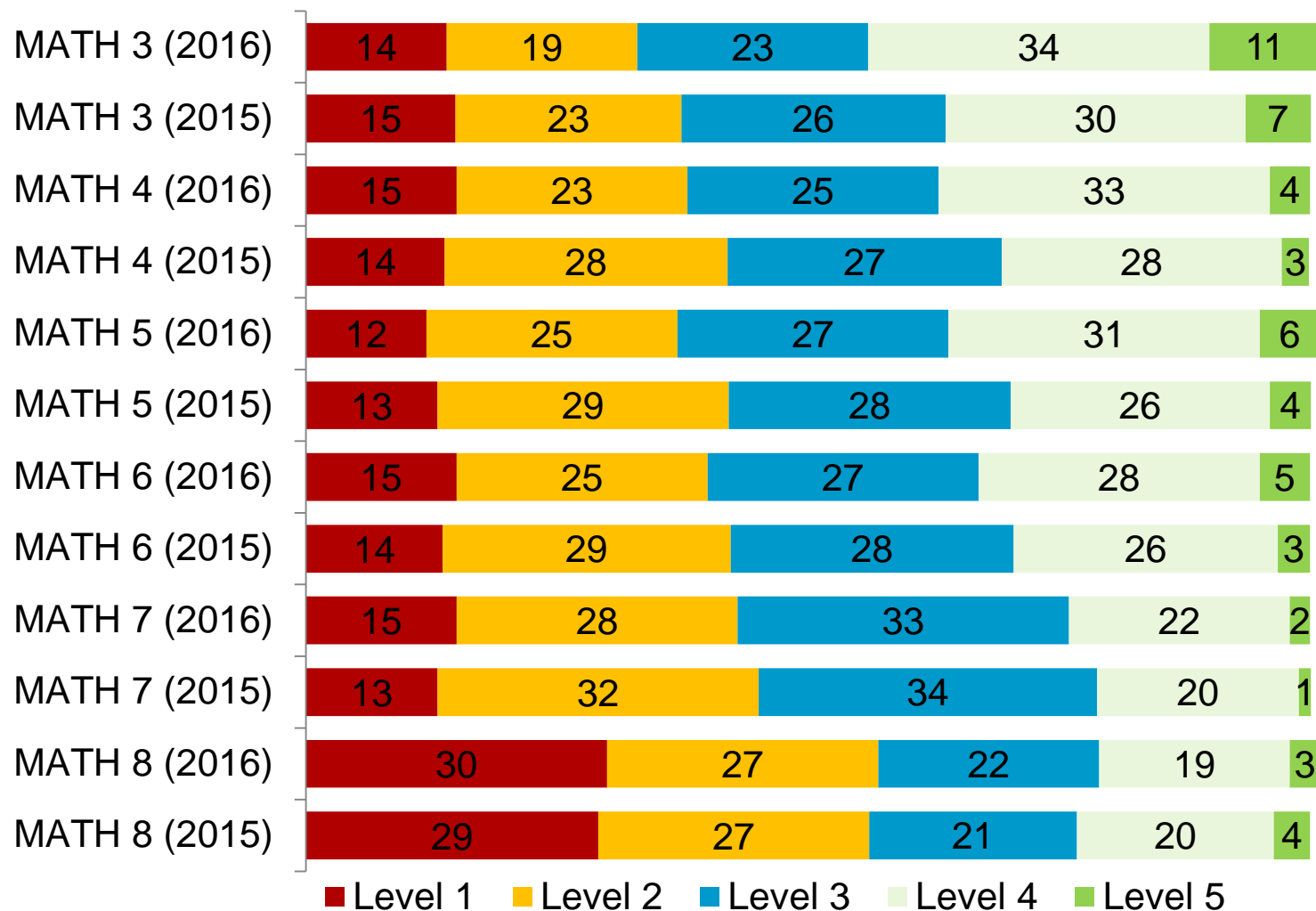
2015, 2016 Results by Performance Level



Note: Percentages may not total 100% due to rounding

PARCC MATHEMATICS Grades 3-8

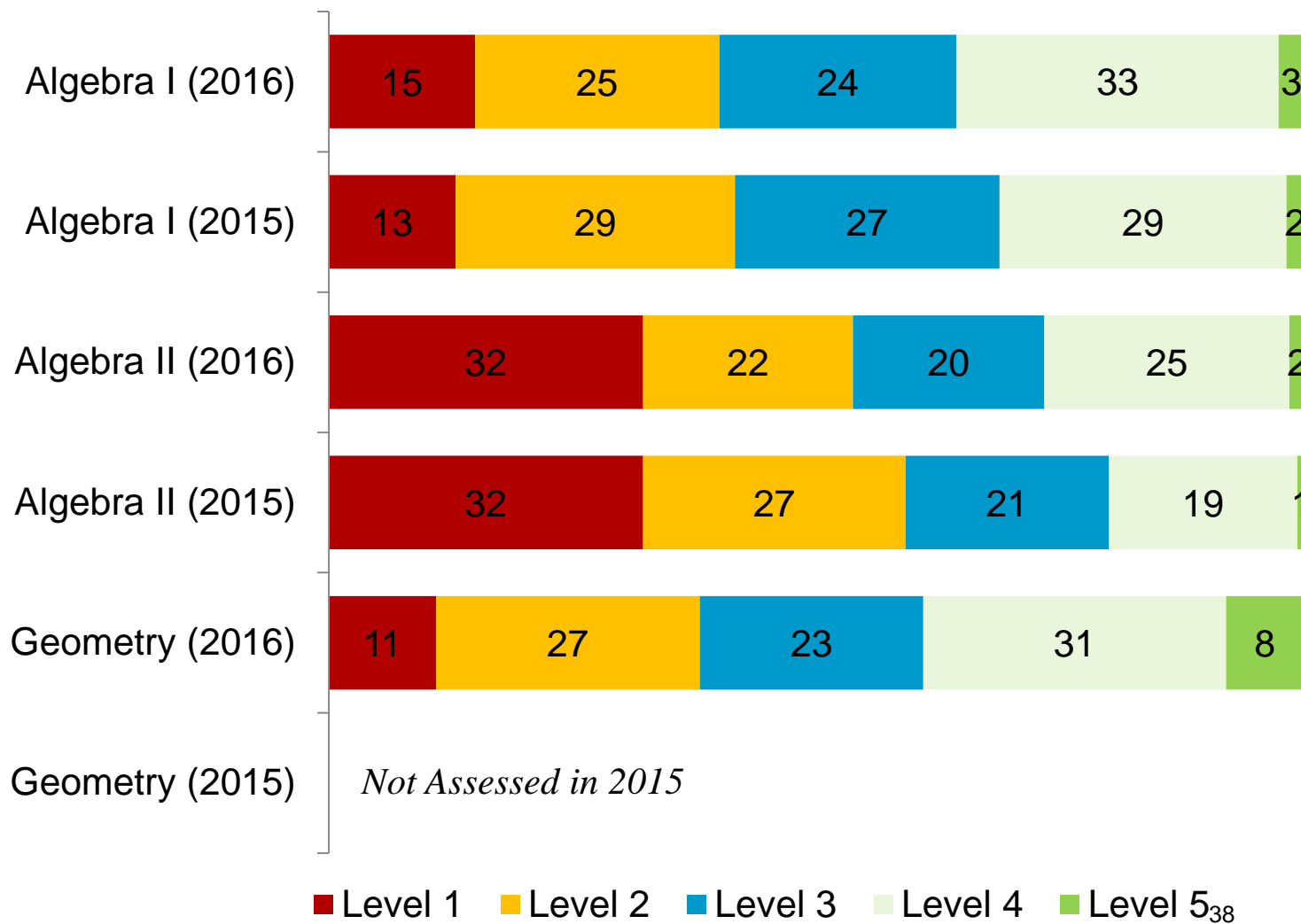
2015, 2016 Results by Performance Level



*Note: Students in Grades 3-8 taking end of course Assessments (Algebra I, II, Geometry) are not included.
Percentages may not total 100% due to rounding*

PARCC MATHEMATICS – High School

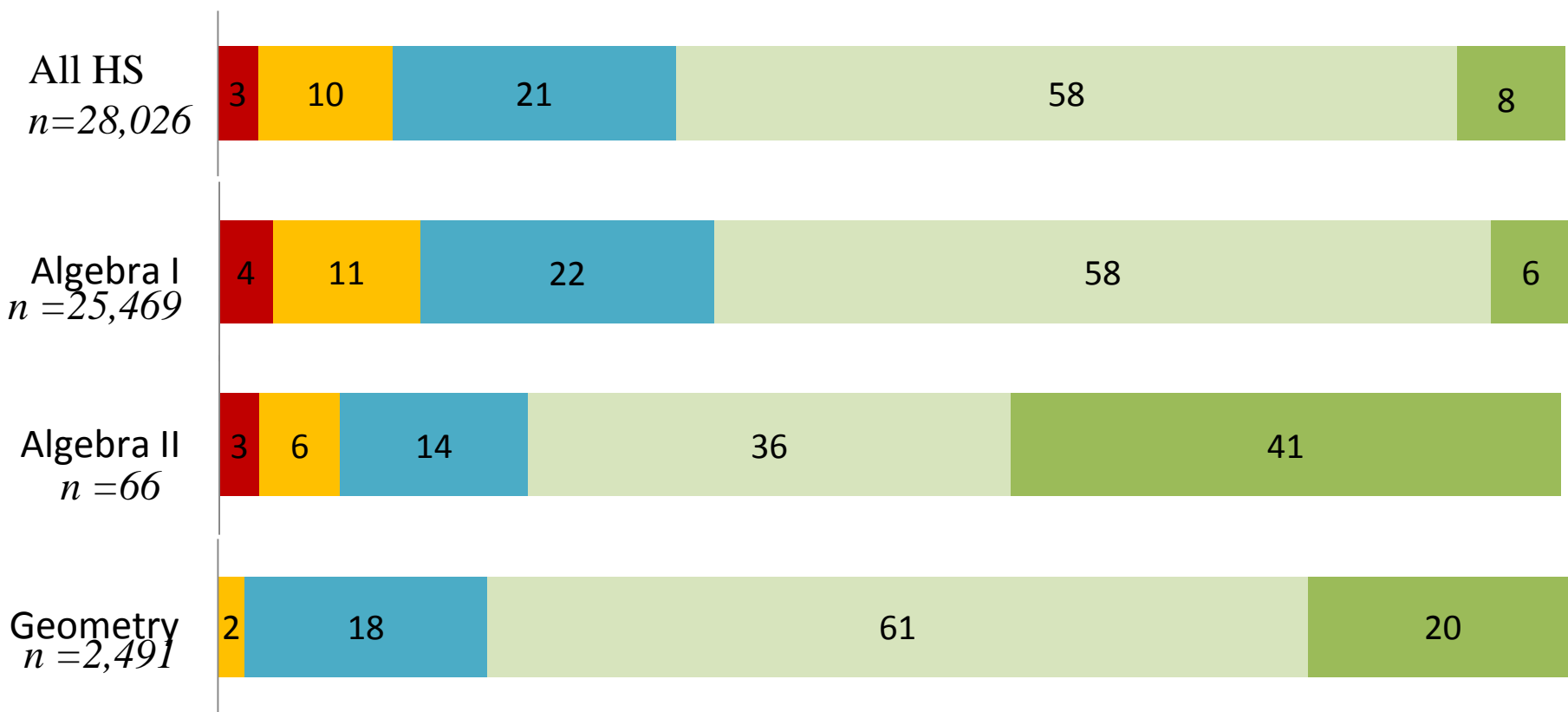
2015, 2016 Results by Performance Level



Percentages may not total 100% due to rounding

2016 Maryland PARCC End of Course Assessment

Mathematics by Performance Level : Middle School Students

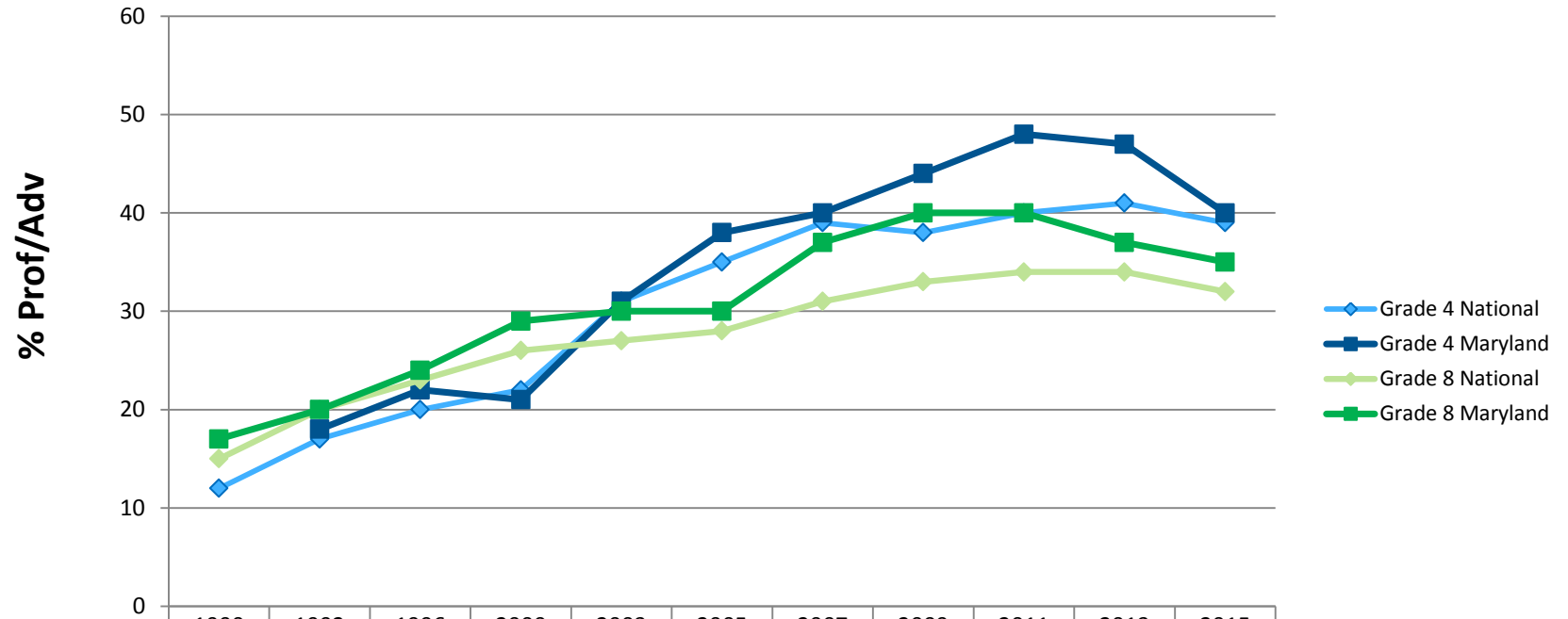


Percent

■ Level 1
 ■ Level 2
 ■ Level 3
 ■ Level 4
 ■ Level 5

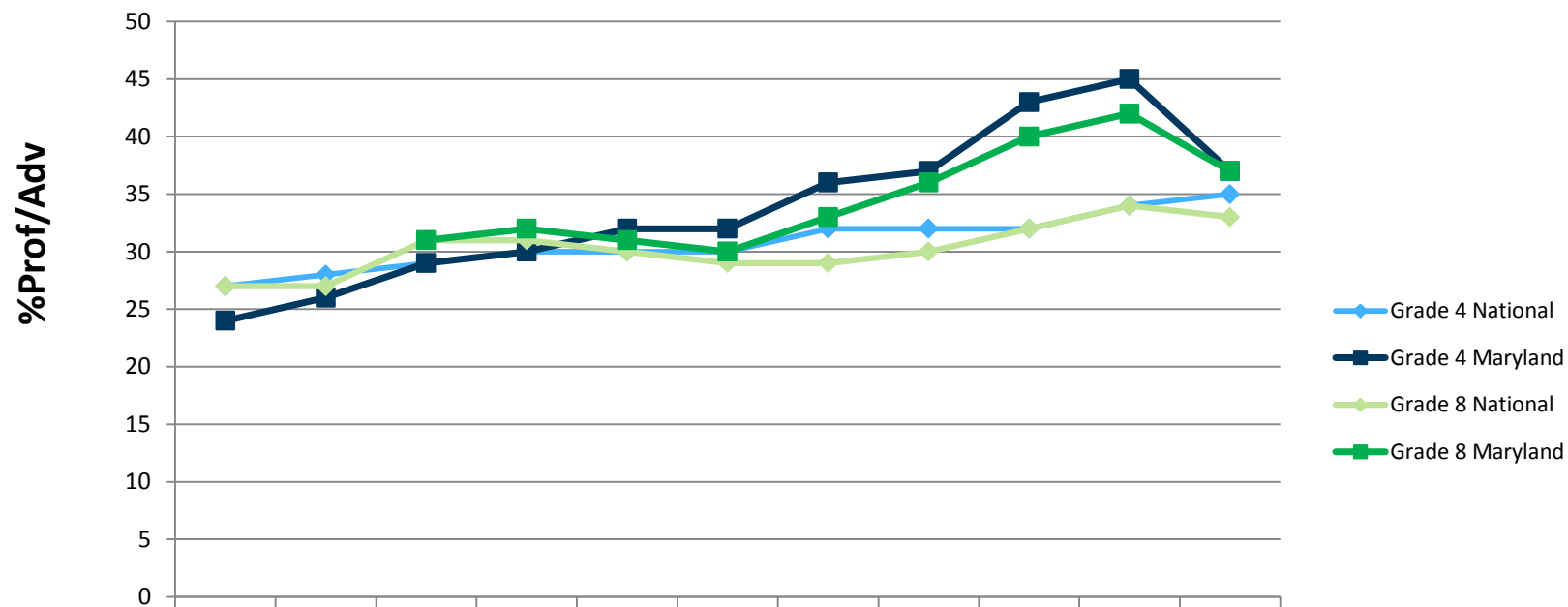
Note: Percentages may not total 100% due to rounding

NAEP Math Proficiency All Students



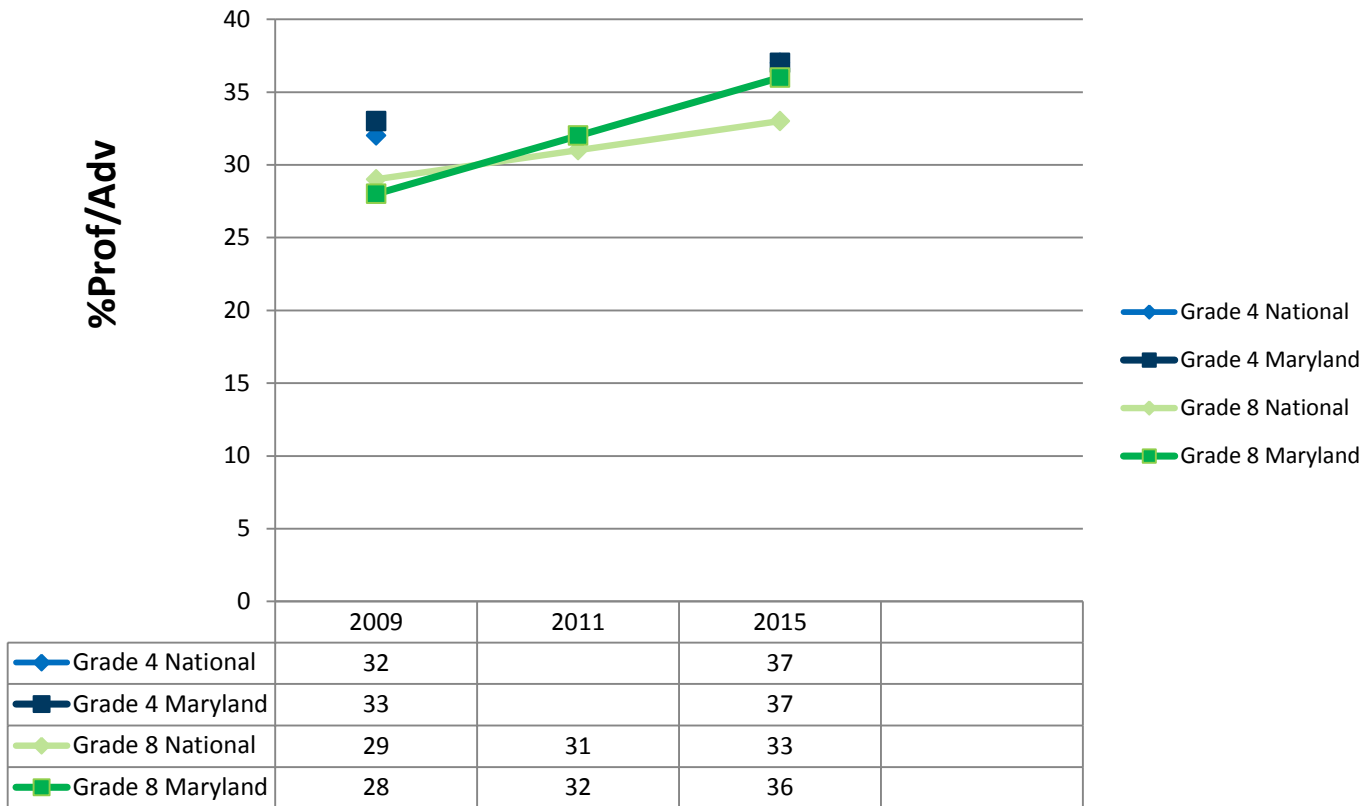
	1990	1992	1996	2000	2003	2005	2007	2009	2011	2013	2015
Grade 4 National	12	17	20	22	31	35	39	38	40	41	39
Grade 4 Maryland		18	22	21	31	38	40	44	48	47	40
Grade 8 National	15	20	23	26	27	28	31	33	34	34	32
Grade 8 Maryland	17	20	24	29	30	30	37	40	40	37	35

NAEP Reading Proficiency All Students



	1992	1994	1998	2002	2003	2005	2007	2009	2011	2013	2015
Grade 4 National	27	28	29	30	30	30	32	32	32	34	35
Grade 4 Maryland	24	26	29	30	32	32	36	37	43	45	37
Grade 8 National	27	27	31	31	30	29	29	30	32	34	33
Grade 8 Maryland			31	32	31	30	33	36	40	42	37

NAEP Science Proficiency All Students



Cohort Graduation Rate Trend: 4-Year and 5-Year

Increase in Graduation Rates Continue with the Class of 2015

