

## Maryland: 2013 Accountability Profile

### What new performance goal did Maryland adopt after receiving waivers to *No Child Left Behind* requirements?

<b>Performance Goal</b> ➤	To reduce by half the percentage of non-proficient students by 2017 — among all students and in all student groups
<b>Grade Level</b>	<b>Measures (Approved for 2013)</b>
Elementary	State assessments: reading, mathematics, science
Middle Grades	State assessments: reading, mathematics, science
High	State assessments: English, Algebra I, biology Cohort graduation rate Attendance rate Career and Technical Education (CTE): Number of students with CTE concentration

### How will Maryland measure school performance and student progress after receiving waivers?

Maryland replaced *NCLB*'s adequate yearly progress system (AYP) with a School Progress Index. Schools receive index scores that correspond to strands numbering 1 to 5, with Strand 1 being the highest performing and Strand 5 being the lowest. Index scores for elementary and middle grades are based on achievement results in reading, mathematics and science; progress or growth of all students in reading and math; and the gap reduction between a school's highest-performing student group and its lowest-performing student group. Index scores for high schools are based on achievement results in reading, math and science; the gap reduction between a school's highest-performing student group and its lowest-performing student group; and college- and career-readiness, as measured by cohort graduation rate, attendance rate, and the number of Career and Technology Education (CTE) students who have achieved concentrator status.

Maryland also will track student progress by measuring the percentage of students meeting annual targets for reading, math, science, attendance rate and graduation rate.

#### Maryland's School Progress Index for Elementary and Middle Grades, 2013

Overall Index Score <sup>1</sup>		
Achievement (30%)	Gap Reduction (40%)	Student Growth (30%)
Measured by the percentage of all students scoring at or above proficiency	Measured by the gap between the lowest-performing student group and the highest-performing student group within a school	Measured by the percent of students making one year's growth on state assessments
<ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Math</li> </ul>

**Notes:** <sup>1</sup>Schools must continue to meet 95 percent participation target for state assessments. <sup>2</sup>Proficiency means meeting state standards on state assessments.

**Source:** Maryland ESEA Waiver Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/md.pdf>.

## How will Maryland identify schools in its school accountability system, using the *Reward, Focus and Priority School* labels?

Maryland will use its School Progress Index, in addition to school performance on state assessments, to identify its Reward, Focus and Priority Schools. Only Title I schools<sup>1</sup> are eligible. Keeping with the principles of flexibility, Maryland developed separate criteria for identifying schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward <sup>2</sup>	<p>High-performing Title I schools that:</p> <ul style="list-style-type: none"> <li>• have no significant gaps in achievement</li> <li>• met AYP for two consecutive years, and</li> <li>• those in the top 10 percent are designated Distinguished Highest-Performing Reward Schools</li> </ul> <p>High-progress Title I schools with:</p> <ul style="list-style-type: none"> <li>• an 18 percentage point or more gain in overall achievement, and</li> <li>• no significant gaps in achievement</li> </ul>	Public recognition and awards	Reward schools are identified annually.
Focus	<p>Title I schools that:</p> <ul style="list-style-type: none"> <li>• are among the 10 percent of Title I schools with the largest gap between the highest- performing student group and the lowest-performing student group, or</li> <li>• have a high school graduation rate less than 60 percent (and are not already identified as Priority)</li> </ul>	Customized interventions aligned to school improvement plans	<p>Schools must remain in Focus status for three years unless they:</p> <ul style="list-style-type: none"> <li>• are no longer among 10 percent of schools with largest gaps</li> <li>• make progress in the area(s) for which it was identified, and</li> <li>• advance two strands or more on the state index or fall within Strand 2 on the state index.</li> </ul> <p>High schools must have a 70 percent or higher graduation rate for two consecutive years.</p>
Priority	<p>Low-performing Title I schools that:</p> <ul style="list-style-type: none"> <li>• have overall achievement in the bottom 5 percent of schools based on state assessments in reading and math;</li> <li>• have a graduation rate less than 60 percent for three consecutive years, or</li> <li>• operate a Tier I or Tier II SIG<sup>3</sup>.</li> </ul>	Customized interventions aligned to turnaround principles	<p>Schools must remain in Priority status for three years unless they:</p> <ul style="list-style-type: none"> <li>• advance two strands or more on the state index or fall within Strand 2 on the state index.</li> </ul> <p>High schools must have a 70 percent or higher graduation rate for two consecutive years.</p>

**Notes:** <sup>1</sup>Title I schools are those that receive federal monies to serve a large population of students from low-income families. <sup>2</sup>After the 2012-2013 school year, Reward Schools are expected to achieve the top two categories on the School Progress Index for two consecutive years. <sup>3</sup>Schools currently operating under a federal Student Improvement Grant (SIG).

**Source:** Maryland ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/md.pdf>.

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