MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D.

DATE: December 17, 2012

SUBJECT: School Progress Index: 2012 Results

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**PURPOSE:**

To provide a summary and overview of the components, calculation, and results of the School Progress Index for 2012.

**BACKGROUND:**

In 2011, the United States Department of Education gave states the opportunity to develop a new system for measuring and reporting school performance. Maryland re-designed its accountability system focusing on the progress schools are making towards improving student achievement, closing achievement gaps, measuring student growth, and enabling students to move towards readiness for college and career by mastering grade-level and course-level curriculum goals each year. Under this new system, Maryland has adopted a realistic goal of cutting in half the number of students in each school who are not achieving at the proficient level. With the help of teachers and principals across the State, Maryland has developed measures of school progress based on multiple Indicators and referencing Annual Measurable Objectives (AMOs) based on the school's history. These Indicators are compared to the school's progress targets and combined to generate a School Progress Index (SPI) for every school. The SPI is an estimate of the extent to which the school has met its targets.

**EXECUTIVE SUMMARY:**

The School Progress Index addresses Indicators of "progress" —Achievement, Closing Achievement Gaps, Student Growth, and College- and Career-Readiness. Achievement and Closing Achievement Gaps were identified as essential Indicators of progress at all three levels. Student Growth was addressed in grades 3 through 8, and College- and Career- Readiness was identified as an essential high school Indicator.

Measures of progress were selected for each Indicator. The Maryland School Assessment (MSA) tests in reading, mathematics, and science and the High School Assessment tests in Algebra/Data Analysis, English, and Biology are used to measure student achievement in the elementary, middle, and high schools. Additional measures in the high school model include 5-year cohort graduation rate, 4-year cohort dropout rate, career preparation, performance on

rigorous academic tests, and enrollment in college. Annual progress targets have been established for each measure and for school and subgroup based on 2011 baseline data and reflecting equal increments over time.

At each level and for each progress Indicator, actual performance is compared to the progress target. A value of 1.00 indicates that the progress target was achieved. Values less than 1.00 indicate progress that fell just short of the target. Values greater than 1.00 indicate progress that exceeded the target. The School Progress Index is a weighted composite of these Indicators, as shown below.

Values have been calculated for every content/subgroup and aggregate combination for every school and the State aggregate. The table below describes the values for each Indicator and the composite School Progress Index for Maryland.

Table 1. State Summary of School Progress by Level

| Level | Indicator and Composite School Progress Index Values for Maryland | | | | |
|---|---|---|---|---|---|
| | Achievement | Gap | Growth | College/Career Readiness | School Progress |
| Elementary | 0.9931 | 0.9594 | 1.0118 | NA | 0.9852 |
| Middle | 0.9843 | 0.9197 | 0.9766 | NA | 0.9562 |
| High | 0.9936 | 0.9602 | NA | 1.0002 | 0.9816 |

Based on the SPI and performance on the Indicators, schools are placed in one of five Strands for support, intervention, and recognition as shown in Table 2 chart below.

Table 2.

| | | **Number of Components Met** | | |
|---|---|---|---|---|
| **Strand** | **Overall Score** | **E, M, H** | **EM, MH, EH** | **EMH** |
| 1 | 1.0 or greater | All 3 | All 6 | All 9 |
| 2 | Greater than or equal to 0.9 | 2 of 3 | 4-5 of 6 | 6-8 of 9 |
| 3 | | 1 of 3 | 2-3 of 6 | 3-5 of 9 |
| 4 | | 0 of 3 | 0-1 of 6 | 0-2 of 9 |
| 5 | Less than 0.9 | 0-2 of 3 | 0-4 of 6 | 0-6 of 9 |

As Table 3 below describes, 363 schools—25.8 percent—achieved an SPI of 1.00 or higher and achieved all three Progress Indicators. 61.5 percent were classified in Strand 2 or Strand 3, indicating attainment of one or more Progress Indicators. 12.7 percent of schools were classified in Strand 4 or Strand 5.

Table 3.

| Strand | Number of Schools Assigned | | | |
|---|---|---|---|---|
| | Elementary | Middle | High Schools | Total |
| 1 | 260 | 25 | 78 | 363 |
| 2 | 370 | 72 | 78 | 520 |
| 3 | 218 | 72 | 54 | 344 |
| 4 | 60 | 44 | 14 | 118 |
| 5 | 29 | 22 | 10` | 61 |

**CONCLUSION:**

The purpose of this transmittal memo report is to describe the model and its application, Maryland's model holds schools accountable for continuous improvement in student learning. This accountability model employs three Indicators and multiple Measures; establishes clear, ambitious, and reasonable progress targets aligned with critical content; and determines progress using a set of Indicators and a composite School Progress Index. This wealth of data will enable schools and systems to drill down to identify what is working and what is not.

Data specific to schools and school systems will be reported on the Maryland Report Card website at 12:00 p.m. on December 17. School and central office staff will review, analyze, and interpret this information, share it with their school communities, and use it as a planning tool to guide actions to improve the learning of all students.