

Indicator (b)(2) Providing student growth data to teachers in reading/languages arts and mathematics in a timely fashion that informs instruction.

Status Report as of March 31, 2011

Develop Teacher Unique ID – Completed

Educator identifiers were assigned to all MD Educators in November 2010.

Develop Standardized Course Codes – In Progress

Continuing the iterative process of finalizing the capture of all local course codes to be built within the MSDE crosswalk to SCED. Developed a system for local district review for review of the crosswalk mapping and possible correction. Data collection requirements for capturing data for student and teacher linking completed and have been published in a manual. Webinar trainings for local school systems are in progress and data collection dates have been established and announced.

Defining Growth Model – In Progress

Maryland's Maryland School Assessment (MSA) tests were not designed to assess student growth. Maryland has joined the PARCC Consortium to develop national assessment based on the new Common Core Standards, which has committed to an assessment that measures student growth. As an interim step until the new national assessments are implemented, Maryland has begun by convening its National Psychometric Council (NPC), a panel of nationally recognized experts who advise Maryland on all assessment issues, to work on scaling the current MSA for use in assessing student growth. After three full days of meetings (April 22, 23 and May 14) three potential solutions to the scaling challenge of the MSA have been identified and pilot studies are underway. Results of these studies will be presented to MSDE in June 2011. Student MSA data will be scaled using the 3 methods and growth will be calculated for each teacher. Validity studies will be completed to identify the method resulting in the most fair and accurate results.

In addition, MSDE is implementing the Colorado growth model for use in reporting student growth to teachers. Maryland data have been loaded into the system and are being analyzed. Preliminary student data are being reviewed. Webinars to introduce the Colorado model to local school systems have begun. In the next few months, dashboards and reports will be designed for dissemination by the September 2011 deadline.

Depending on the results of this work, Maryland may make student progress data available to teachers using a variety of potential models and solicit teacher feedback as to the most useful and accurate system prior to choosing one or more.