



Every Student READY

Implementing School Performance Grades

**Montgomery County Schools
March 2013**



Goals

Improve Student Outcomes

Close Achievement Gaps

Improve College and Career Readiness

Universal Graduation



College and Career Readiness

It is important to remember that we have **raised expectations** significantly in the 2012-13 school year.

Claims in the Past:
Grade-level Proficiency Only

Claims in the Future:
Career- and College- Ready



School Performance Grades

Givens

1. SBE Accountability System
2. Legislative Requirements
3. Meaningful Differentiation
4. ACT – 11th Grade
5. EVAAS Growth Values
6. Equity
7. Credibility



Recommendations

Recommendation 1:

Phase in Implementation with Full Reporting in 2013-14

Recommendation 2:

SBE Authority for Continuous Improvement of the System

Recommendation 3:

Scale and Element Flexibility, per the law



Indicators

Performance Composite (Elementary and High)	<ul style="list-style-type: none">• Percent of proficient tests in a school<ul style="list-style-type: none">– All tests, subjects, and grade levels– Uses the EOG/EOC test data
Algebra II/Integrated III	<ul style="list-style-type: none">• Percent of graduates who take and pass Alg. II or Int. Math III<ul style="list-style-type: none">– Excludes the 1% population
Graduation Rate	<ul style="list-style-type: none">• Percent of students that graduate within 4 years (4-year cohort graduation rate)
WorkKeys	<ul style="list-style-type: none">• Percent of graduates who are CTE concentrators who achieve a Silver certificate, or better, on the WorkKeys assessment
ACT	<ul style="list-style-type: none">• Percent of college-ready benchmarks met



Indicators

High School

{state
mean}

Performance Composite

Algebra II/Integrated III

Graduation Rate

WorkKeys

ACT

+ Growth

{Schools that meet or
exceed growth are
raised one letter
grade}

Elementary and Middle

{state
mean}

Performance Composite

+ Growth



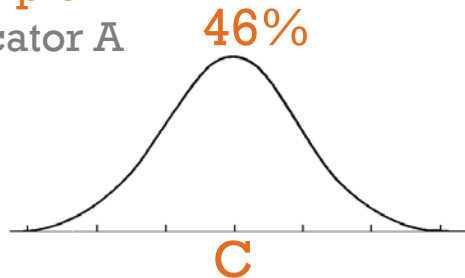
School Performance Grades

Guiding Principles for Work

- 1) Because we are using the state mean, raising standards will not create undifferentiated grades
- 2) Each indicator has a different mean and scores are distributed around that mean

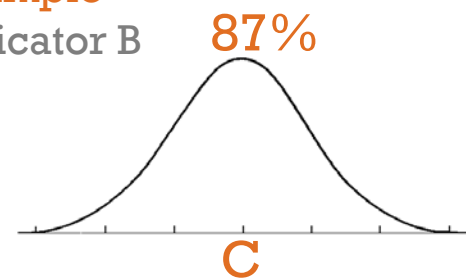
Example

Indicator A



Example

Indicator B



- 3) Set criteria against the state average
- 4) Monitor data for continuous improvement of the accountability system



School Performance Grades Guiding Principles for Work

- 5) Making or exceeding EVAAS growth will improve school's grade by one letter grade
- 6) Each met ACT Benchmark counts
(ex: 3 out of 5 counts more than 1 out of 5)
- 7) WorkKeys based on the state average % of CTE graduates meeting silver level



Every Student **READY**

Questions

