III. INDICATOR (b)(2)

Indicator (b)(2) Providing student growth data to teachers in reading/language arts and mathematics in a timely fashion that informs instruction   (amended 4/16/10)

Maryland Milestones:

Milestones	Date Reached	Obstacles	Public Progress Reports	Funding
Develop Teacher Unique ID	June 2010	None	Quarterly MS Project Reports posted on http://www.marylandpublicschools.org/ MSDE/programs/arra/sfsf2 showing the tasks completed, progress and timeline.	$500,000 State $2.0 mil Federal
Develop Standardized Course Codes	Dec 2010	None		
Develop course codes, grades, scheduling data capture with teacher assignment	Dec 2010	None		
Implement Teacher Unique ID	Aug 2010	None		
Implement Standardized Course Codes	Feb 2011	None		

Implement teacher/student linking	Aug 2011	None		
Develop teacher-level reports for students' growth for teachers of reading/language arts, mathematics and science.	May 2011			
Implement reporting of growth of prior year students to teachers in compliance with FERPA guidelines.	June 2011			
Implement reporting of growth of current students in previous years in compliance with FERPA guidelines.	September 2011			

General Requirements:

(A) The Maryland Department of Education (MSDE) is responsible for the oversight of the plan, development and execution in complying with Indicator B (2). This work will occur with the collaboration and data capture from our 24 local school districts along with the services of

a technology vendor. Maryland will begin the assignment of a statewide unique teacher identifier to be assigned to all teachers employed by the Summer of 2010. The development work is currently under way with our technology vendor. Data capture of student scheduling and teacher assignments are planned along with the physical linking of teacher and student data as part of our outcomes associated with our SLDS federal grant request submitted in November 2009. Maryland plans a standardized course code assignment across the state that aligns with the statewide curriculum as part of the outcomes associated with our SLDS federal grant award received in June 2009. MSDE's technical infrastructure will be expanded to accommodate Indicator B (2).

The project begins with the development and implementation of a unique teacher identifier to each teacher so that the linkages can be made in the state database between teacher and student data. It is important to ensure that each teacher has access to their students' data only, and that every student is included in the teacher's data. This ID number provides a critical component of this linkage. Another important component of the linkage is the ability to identify the courses (or in the case of elementary and middle school students, content areas being learned) that students are taking, including their section number. This allows the data system to accurately identify intact classes of students and link them to their teachers. Step one is to define and implement a standardized course code system that will be used statewide to collect course participation, grades, and completion. This ensures that the data school systems receive on transferring students is consistent from school system to school system (i.e. Algebra one in school system one is the same course in school system 2.) Once these essential components have been developed and implemented, a data collection system will be defined and implemented. Local school systems will submit data on each student (courses taken, grades obtained, teacher) to the longitudinal data system to be linked with other data, especially student assessments. The data will be used to create a student transcript, as well as provide important data reports to teachers on their students' progress and growth.

Maryland is already convening meetings of local educators and stakeholders, as well as the National Psychometric Council (a group of nationally recognized experts and assessment and statistics) to assist in developing the definitions to be used for growth, and the data needed to provide the desired feedback.

The final step in this process is to create the reports for teachers that clearly illustrate student progress, not just year to year, but during each school year. Maryland will use the Classroom-Focused Improvement Process (CFIP) as described on the k12.org website, as the model to support the professional development efforts needed to support teachers in learning to use the student growth data. In the early stages the reports will be limited to reading/languages arts, mathematics and science, but as other grades and contents are added to the growth system, reports will be available for them as well. As benchmark assessment data become available these reports will be even more informative. Teachers will receive information on student performance on test items, strengths and weaknesses, and overall progress toward becoming college and career ready. All reports will be designed to comply with FERPA requirements and individual student data will be accessible only by teachers with a direct verifiable link to the student, for educational purposes only.

(B) MSDE staff and local school system partners will provide technical guidance in the development and execution of the plan, although the work will be completed by a technology vendor. These stakeholders will perform this technical guidance in an advisory role with a technology

vendor. Teachers will participate in the design of the reports in order to ensure that they are useful and understandable. MSDE will provide the final oversight of the plan.

(C) The overall budget for the development, execution, and oversight of the plan is:

$600,000 State funds – technology vendor and staff salaries

$2,000,000 Federal Funds

(D) Maryland has created a section on our Maryland Public Schools website for all ARRA reporting. The State Fiscal Stabilization Fund (2) reporting website address is: http://www.marylandpublicschools.org/MSDE/programs/arra/sfsf2. We will post quarterly status reports of the tasks completed, progress (percentage completed) and timeline. These documents can be reflected as Gantt charts that are easier to read and color coded or with the details of the work breakdown structure within the Microsoft project tool.