



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *Lillian M. Lowery*
DATE: August 26, 2014
SUBJECT: CAIRE – MD Common Core State Standards Transition Survey Analysis

PURPOSE:

The purpose of this agenda item is to inform the State Board about the results and analysis of the Maryland College and Career Ready Standards (MD CCRS) Transition Survey of teachers and principals/assistant principals. This survey was conducted in spring 2014 relative to findings obtained from a comparable survey which was conducted in fall 2013.

BACKGROUND:

In April 2014, the Center for Application and Innovation Research in Education (CAIRE) submitted surveys to LEA offices for distribution to teachers, principals, and assistant principals. Participation in the spring 2014 survey was strongly supported by statewide teacher and principal associations. The surveys examined issues related to the MD CCRS transition compared to survey findings from fall 2013. Over the four week survey period, CAIRE received responses from 9,221 teachers (16 percent statewide) and 698 principals and assistant principals (20 percent statewide) representing 23 of the 24 LEAs.

Overall, CAIRE believes that survey findings suggest that MSDE's approach to the transition to the Maryland College and Career-Ready Standards is working. Individual LEA level reports of the spring 2014 have been provided to superintendents in LEAs with a survey response rate of 10 percent or greater for either the teacher or principal/assistant principal survey along with regional and statewide results. Superintendents from LEAs with a survey response rate of less than 10 percent for both teacher and principal/assistant principal responses have received regional and state-wide reports.

ACTION:

For information only.



**Center for Application and
Innovation Research in Education**

at Towson University

**Spring 2014 Maryland College and Career-Ready Standards (MD CCRS)
Transition Survey**

Report to the Maryland State Board of Education

By:

Dr. Raymond Lorion, Ph.D.

Dr. Eugene Schaffer, Ed.D.

Date: August 26, 2014

E-mail: CAIRE@Towson.edu



Overview of Briefing



- 1) Sample adequacy across fall 2013 and spring 2014 for decision-making
- 2) Comparison of fall 2013 and spring 2014
 - a. Familiarity with the MD CCRS for English/Language Arts (ELA)
 - b. Familiarity with MD CCRS for Mathematics
 - c. Readiness to teach to the MD CCRS Standards
 - d. Expected change in student mastery of ELA and Mathematics
- 3) Teacher familiarity with and use of the LMS (MSDE Blackboard Learn) in the spring survey
- 4) Principal/Assistant Principal views
- 5) Recommendations for next steps



Comparison of Fall 2013 and Spring 2014 Survey Response Patterns



Center for Application and Innovation Research in Education at Towson University

Center for Application and Innovation Research in Education at Towson University

Fall & Spring Teacher Survey Responses

Fall 2013 Teacher Survey			Spring 2014 Teacher Survey		
Number of MD Teachers	Number of Responses	Response Rate	Number of MD Teachers	Number of Responses	Response Rate
57, 718.40	9,292	16.1%	57, 718.40	9,221	16.0%

Fall Principal & Spring Principal/Assistant Principal Responses

Fall 2013 Principal Survey			Spring 2014 Principal/Assistant Principal Survey		
Number of MD Principals	Number of Responses	Response Rate	Number of MD Principals & Assistant Principals	Number of Responses	Response Rate
1,451	609	42.0%	3,484	698	20.0%



SAMPLE COMPARABILITY



- Comparisons have been made state-wide on questions that were given in both the spring and fall surveys.
- Comparisons have been made by content area, grade level, and years of experience. The two samples are essentially representative of their respective populations and thus comparisons are valid.
- The validity of fall and spring comparisons within LEAs is dependent on LEA specific sample sizes.



Group Sample Sizes and Percentages by Region for Spring 2014 Survey



Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University

	TEACHERS		PRINCIPALS/ ASSISTANT PRINCIPALS	
	Number of survey responses	Response rate	Number of survey responses	Response rate
STATEWIDE TOTALS:	9,221	16.0%	698	20.0%
Central Maryland	3,834	8.7%	322	12.2%
Eastern Shore	2,118	44.4%	131	47.3%
Southern Maryland	781	20.6%	59	22.7%
Western Maryland	2,359	46.1%	178	59.5%

- Central Maryland
- Anne Arundel County
- Baltimore City
- Baltimore County
- Carroll County
- Harford County
- Howard County
- Montgomery County
- Prince George's County

- Eastern Shore
- Caroline County
- Cecil County
- Dorchester County
- Kent County
- Queen Anne's County
- Somerset County
- Talbot County
- Wicomico County
- Worcester County

- Southern Maryland
- Calvert County
- Charles County
- St. Mary's County

- Western Maryland
- Allegany County
- Frederick County
- Garrett County
- Washington County



Comparison of Fall & Spring Teacher Response Rates by LEA

Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University

Local Education Agencies (LEAs)	Fall 2013			Spring 2014	
	# of MD teachers	# of survey responses	Response rate	# of survey responses	Response rate
Allegany County	646	146	22.6%	1	0.2%
Anne Arundel County	5,269.1	758	14.4%	794	15.1%
Baltimore City	5,380.3	192	3.6%	3	0.1%
Baltimore County	7,262.4	1,524	21.0%	220	3.0%
Calvert County	1,026.4	253	24.6%	387	37.7%
Caroline County	400.9	99	24.7%	0	0.0%
Carroll County	1,865.3	738	39.6%	1	0.1%
Cecil County	1,137.9	613	53.9%	884	77.7%
Charles County	1,703.2	85	5.0%	2	0.1%
Dorchester County	374.5	82	21.9%	87	23.2%
Frederick County	2,651.2	765	28.9%	1,077	40.6%
Garrett County	301	65	21.6%	216	71.8%
Harford County	2,703.3	202	7.5%	1,191	44.1%
Howard County	3,821.1	987	25.8%	3	0.1%

Note: Only LEAs with a response rate of at least 10% for either the teacher or principal surveys were analyzed individually and provided LEA-specific reports.



Comparison of Fall & Spring Teacher Response Rates by LEA

Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University

Local Education Agencies (LEAs)	Fall 2013			Spring 2014	
	# of MD teachers	# of survey responses	Response rate	# of survey responses	Response rate
Kent County	148.5	55	37.0%	49	33.0%
Montgomery County	9,884.8	224	2.3%	861	8.7%
Prince George's County	7,810.5	1,620	20.7%	761	9.7%
Queen Anne's County	495.7	63	12.7%	331	66.8%
St. Mary's County	1,070.7	95	8.9%	394	36.8%
Somerset County	218.8	78	35.6%	191	87.3%
Talbot County	315.2	149	47.3%	222	70.4%
Washington County	1,514	171	11.3%	1,065	70.3%
Wicomico County	1,084.1	92	8.5%	167	15.4%
Worcester County	594.6	176	29.6%	187	31.4%

Note: Only LEAs with a response rate of at least 10% for either the teacher or principal surveys were analyzed individually and provided LEA-specific reports.



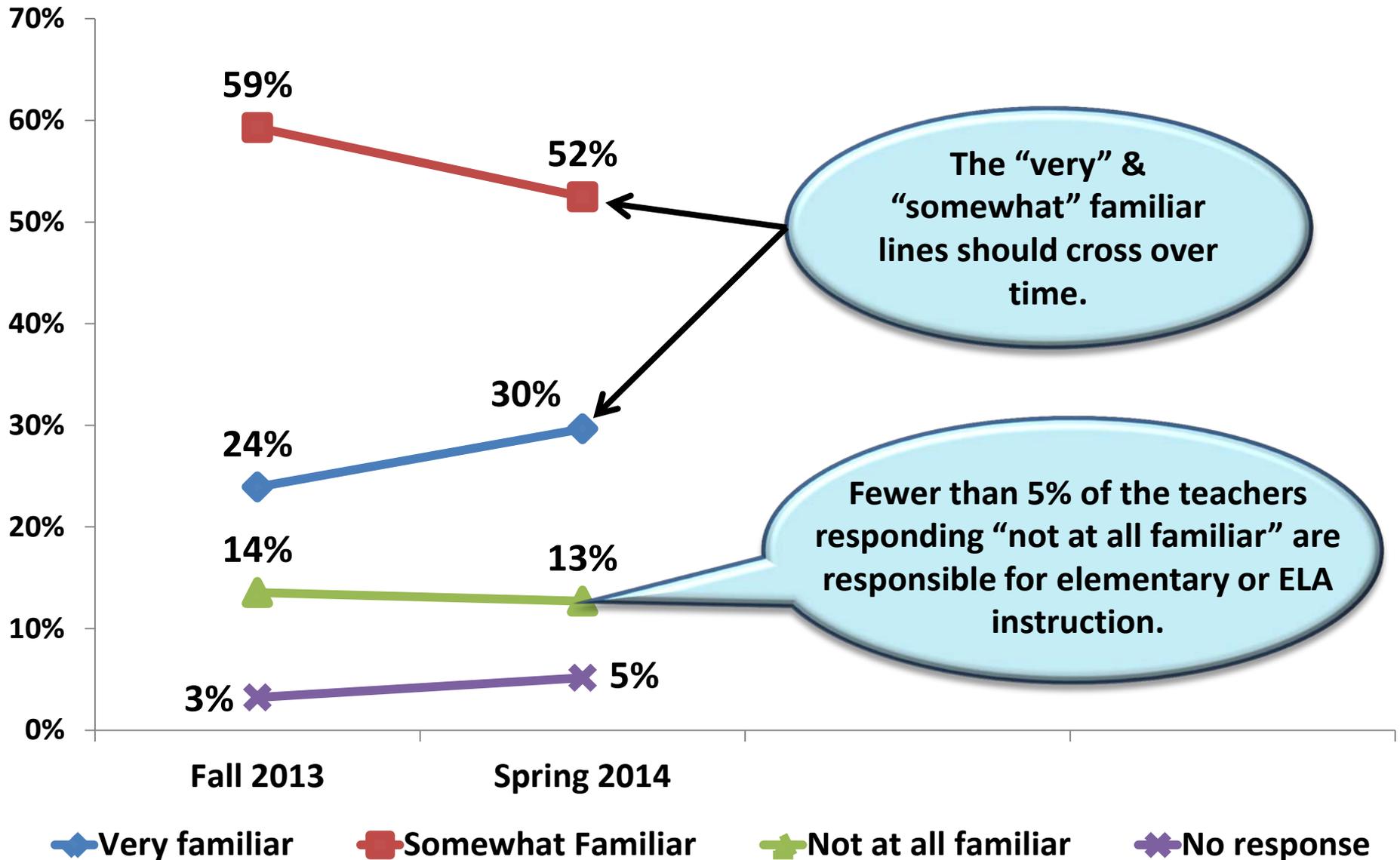
Comparison of Fall 2013 and Spring 2014



Familiarity with the MD CCRS for English/Language Arts (ELA)

Center for Application and Innovation Research in Education at Towson University

Center for Application and Innovation Research in Education at Towson University



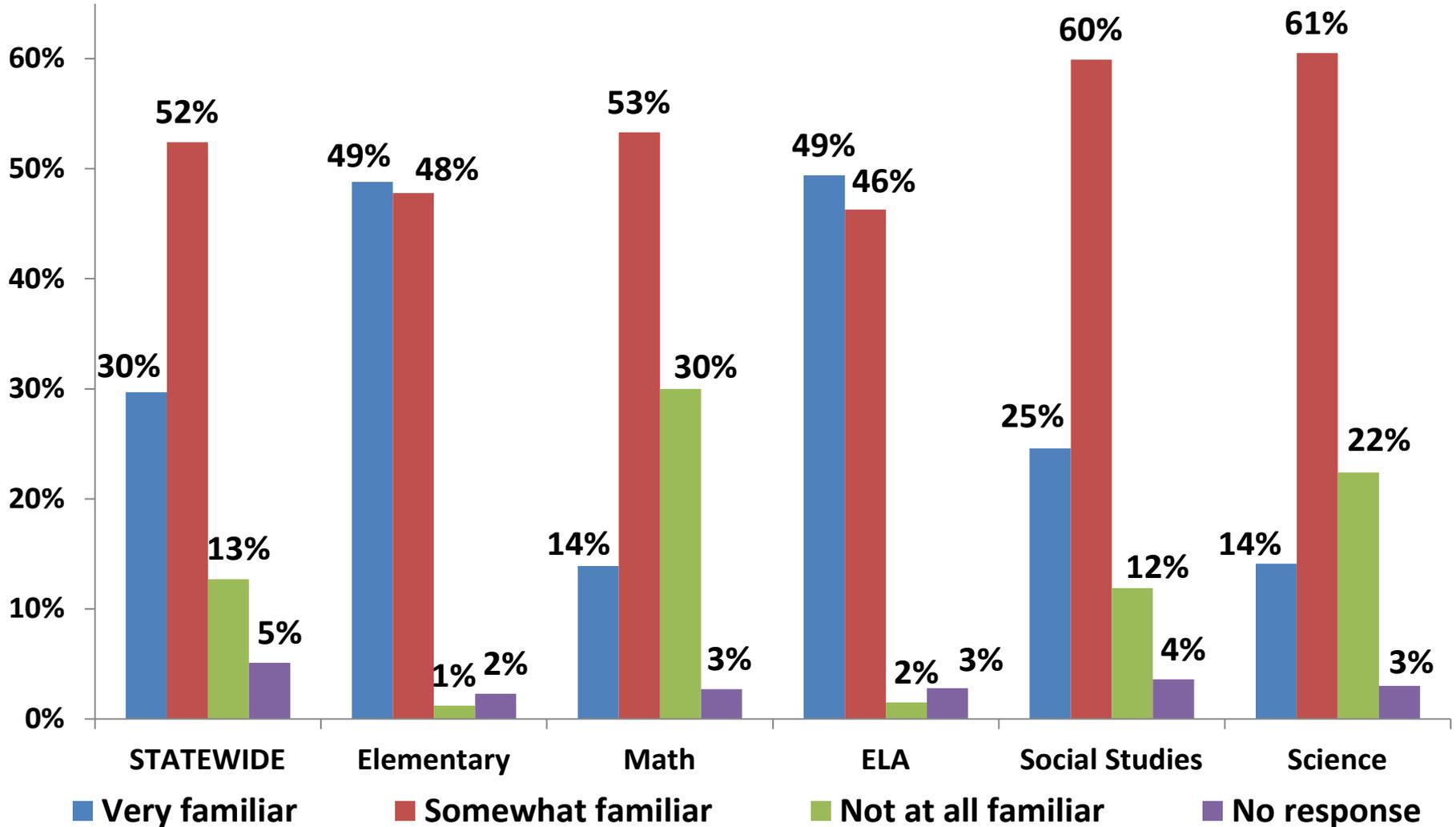


Familiarity with the MD CCRS for ELA- By Subject

(Spring Only)

Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University



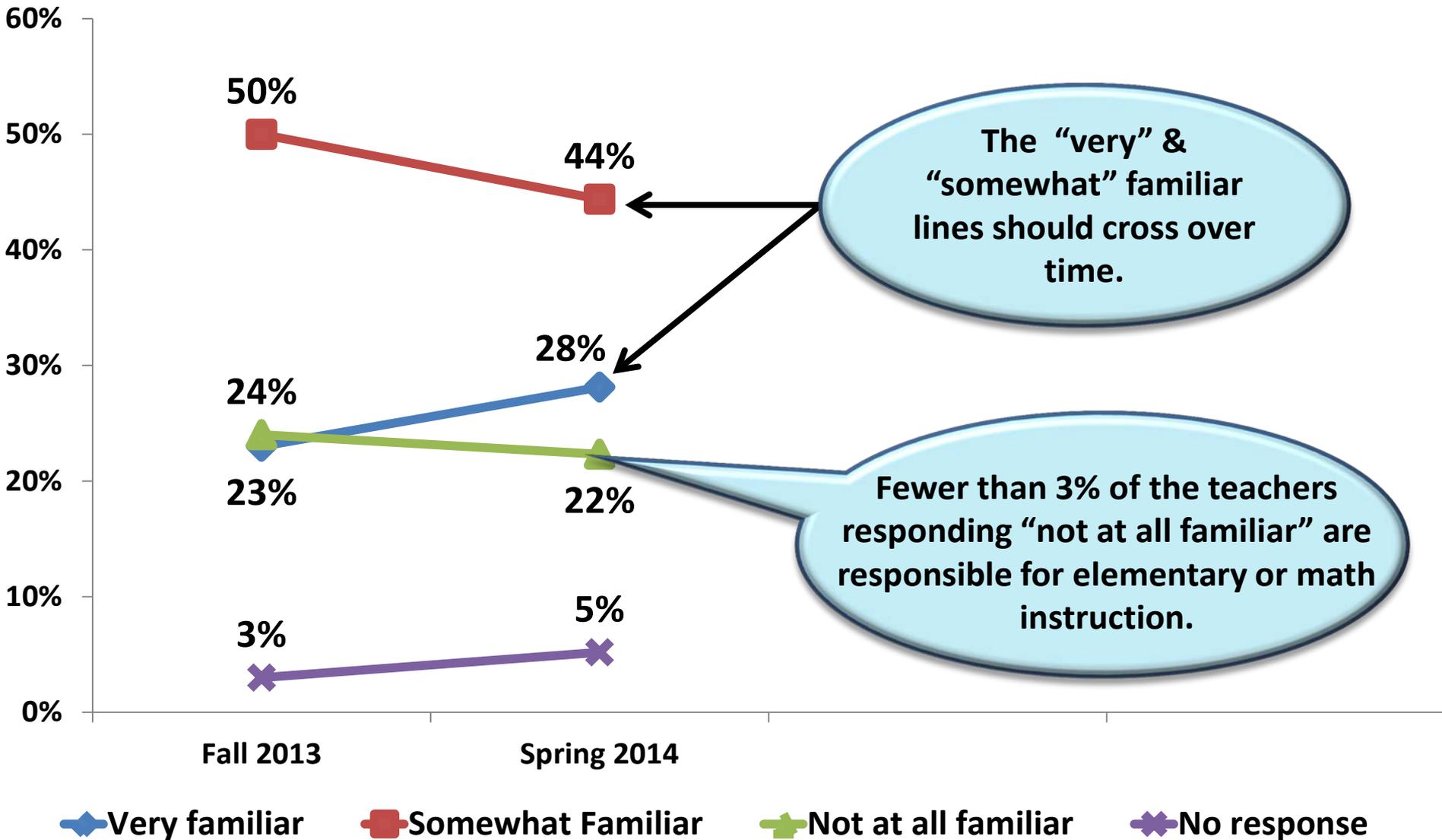
Note: The results for each subject area represent the responses from all survey respondents who identified it as one of the primary subjects they teach in school.



Comparison of Fall 2013 and Spring 2014 Familiarity with the MD CCRS for Mathematics

Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University



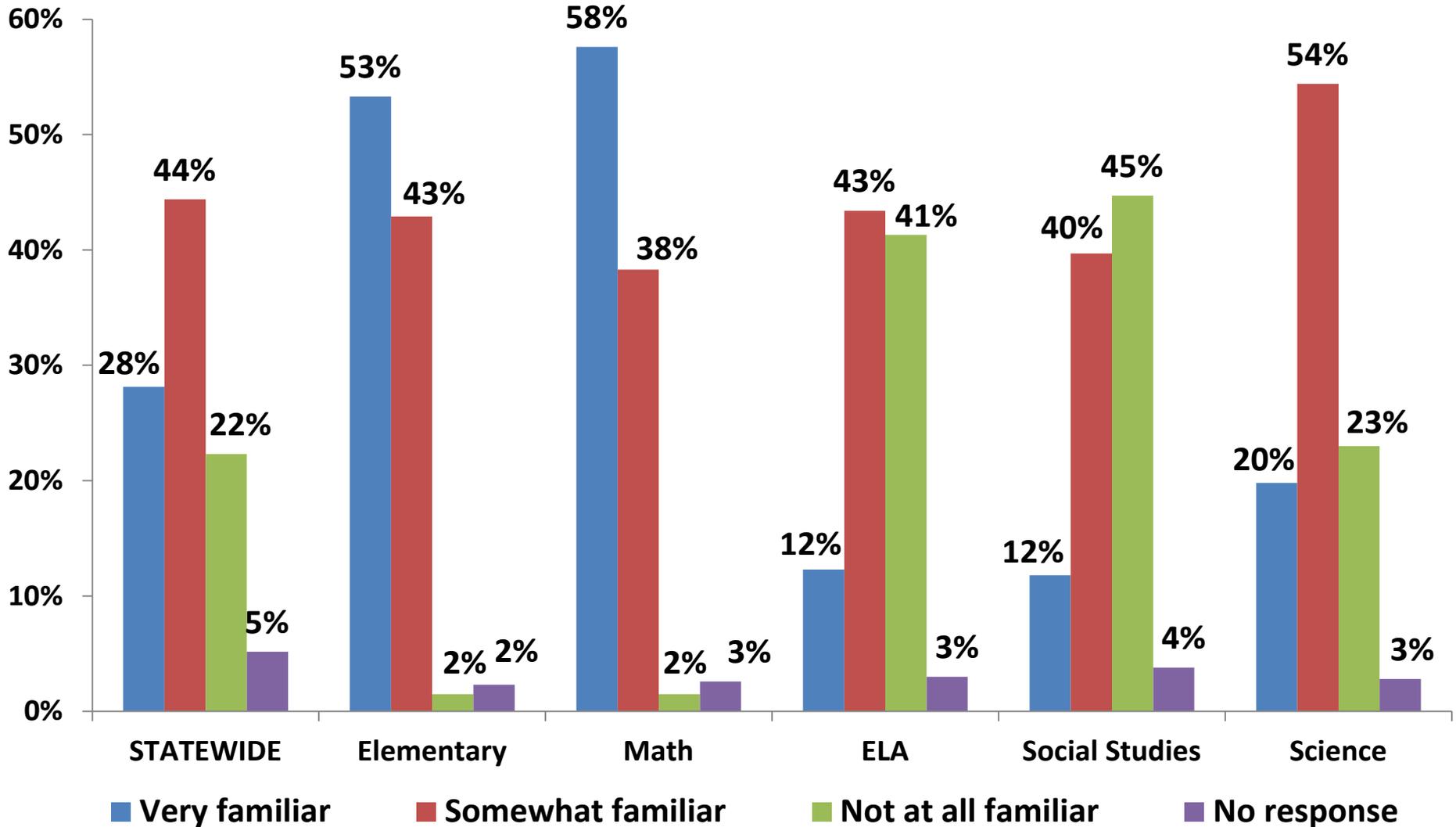


Familiarity with the MD CCRS for Math- By Subject (Spring Only)



Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University



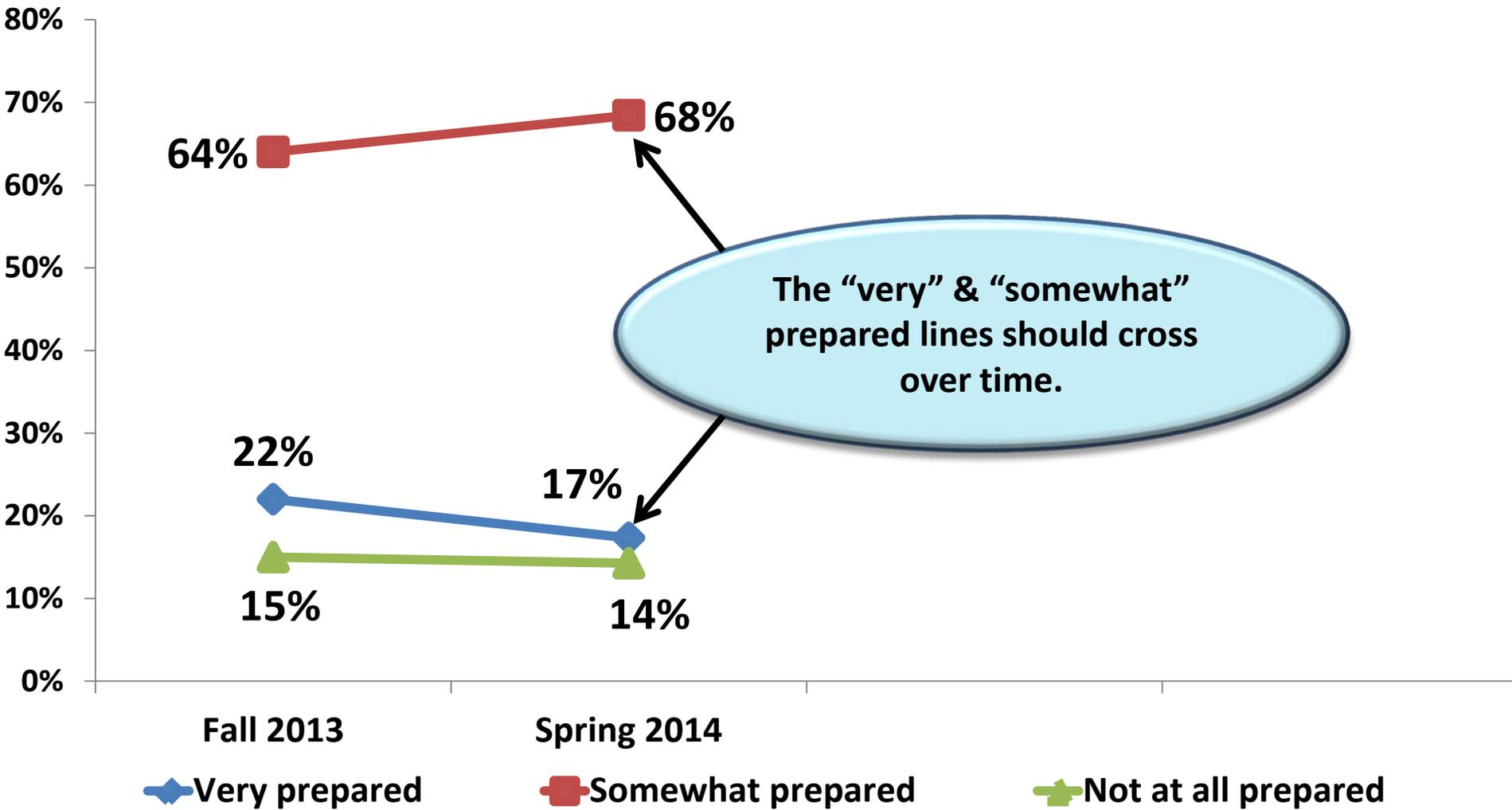
Note: The results for each subject area represent the responses from all survey respondents who identified it as one of the primary subjects they teach in school.



Comparison of Fall 2013 and Spring 2014 Readiness to teach to MD CCRS

Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University



Note: These data represent responses only from elementary, Math, ELA, Science, and Social Studies teachers.

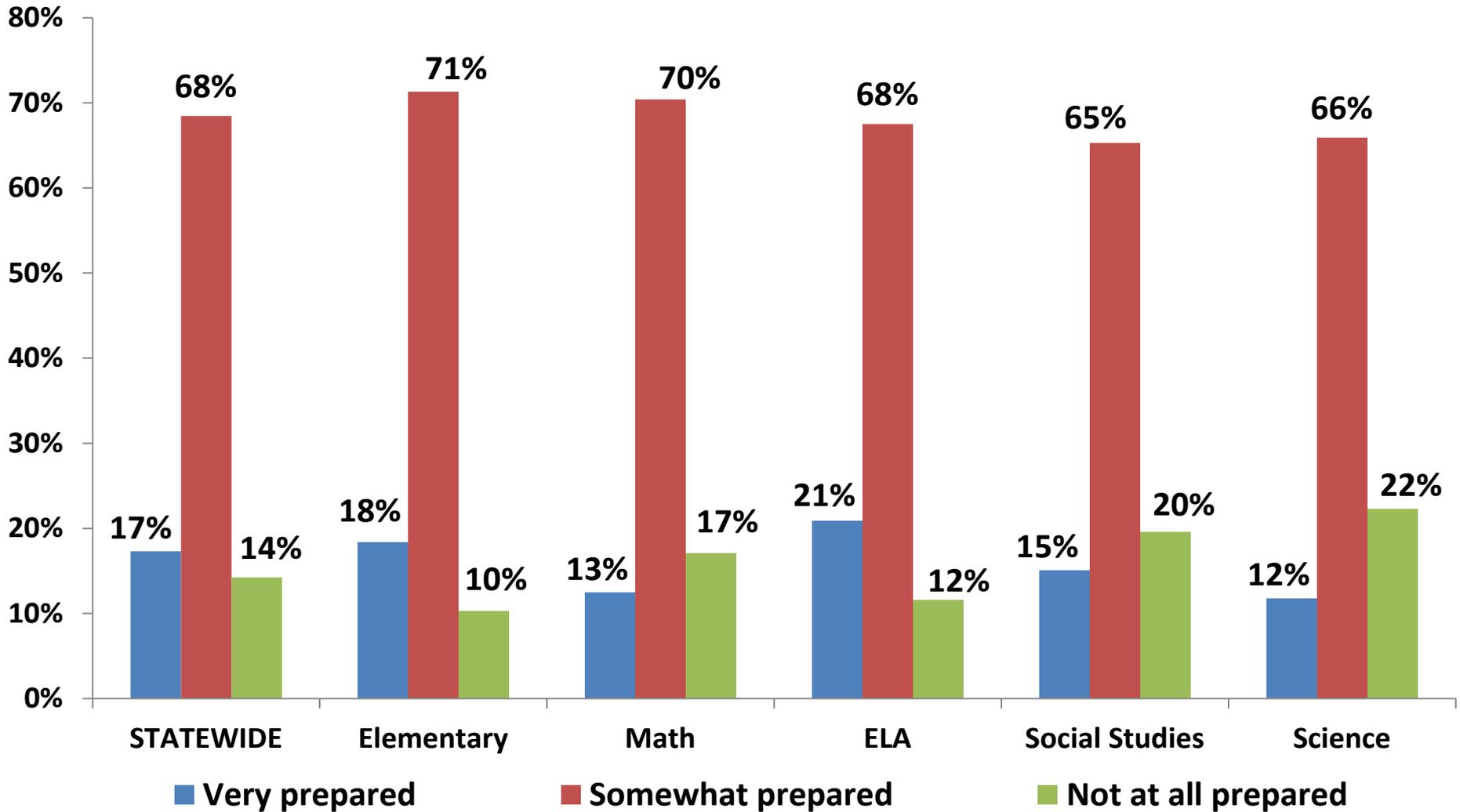


Readiness to teach to MD CCRS- By Subject (Spring Only)



Center for Application and
Innovation Research in Education
at Towson University

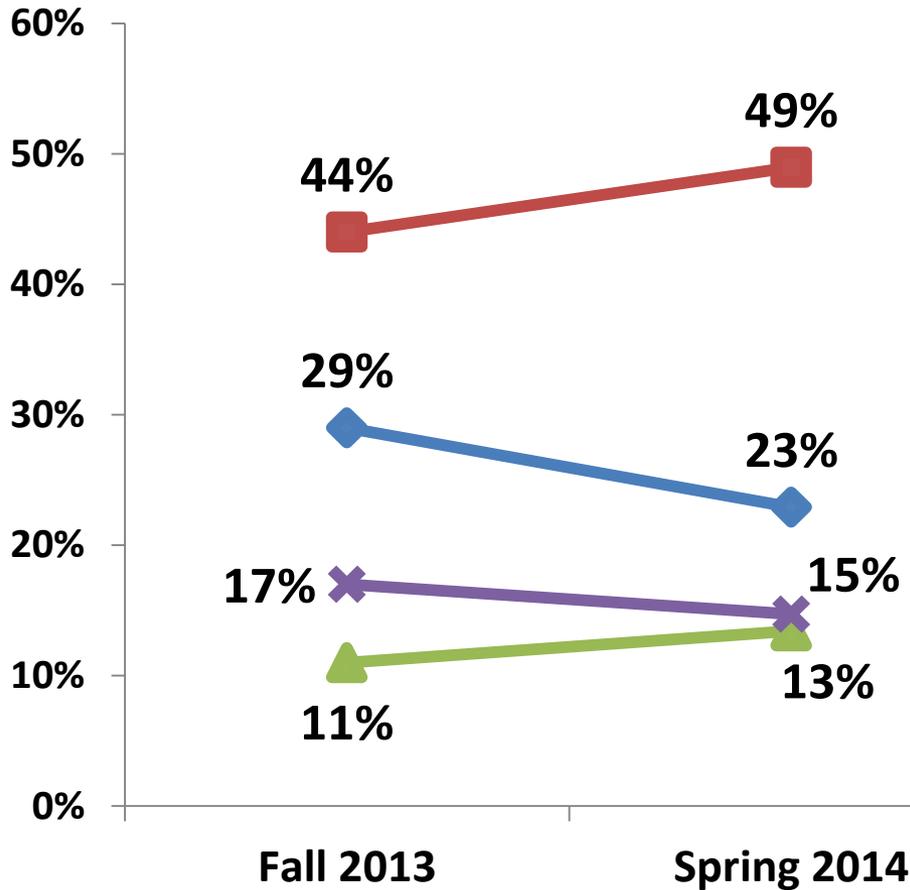
Center for Application and
Innovation Research in Education
at Towson University



Note: The results for each subject area represent the responses from all survey respondents who identified it as one of the primary subjects they teach in school.



Comparison of Fall 2013 and Spring 2014 Expected Change in Student Mastery of ELA Content Areas



Survey Question:
Comparing the former Maryland State Curriculum for English/Language Arts with the Maryland College and Career-Ready Standards in English/Language Arts, I expect that students in my school will have:

◆ Increased mastery of ELA content areas

■ Comparable mastery of ELA content areas

▲ Less mastery of ELA content areas

✕ No response

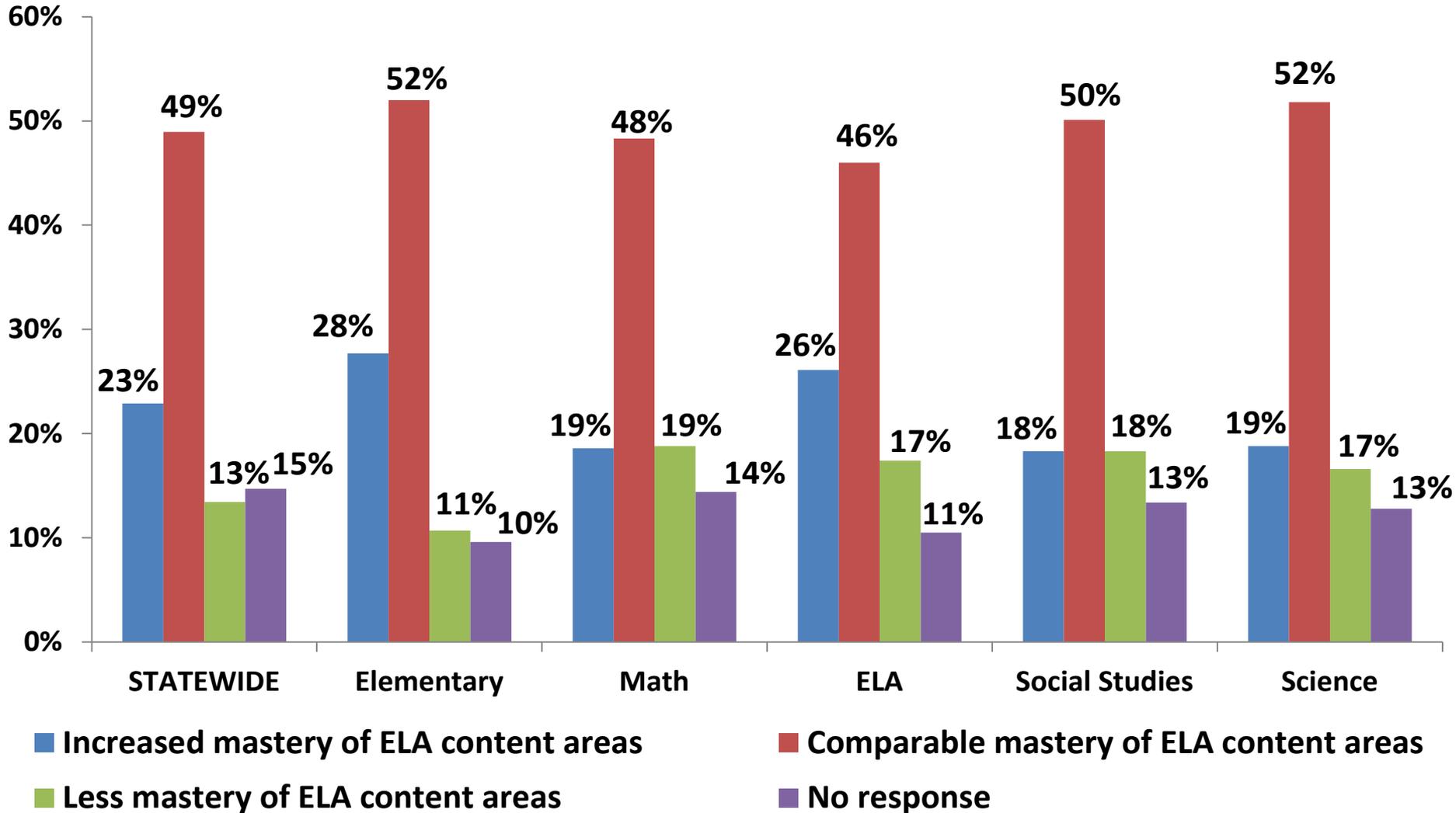


Expected Change in Student Mastery of ELA Content- By Subject (Spring Only)



Center for Application and Innovation Research in Education
at Towson University

Center for Application and Innovation Research in Education
at Towson University



Note: The results for each subject area represent the responses from all survey respondents who identified it as one of the primary subjects they teach in school.

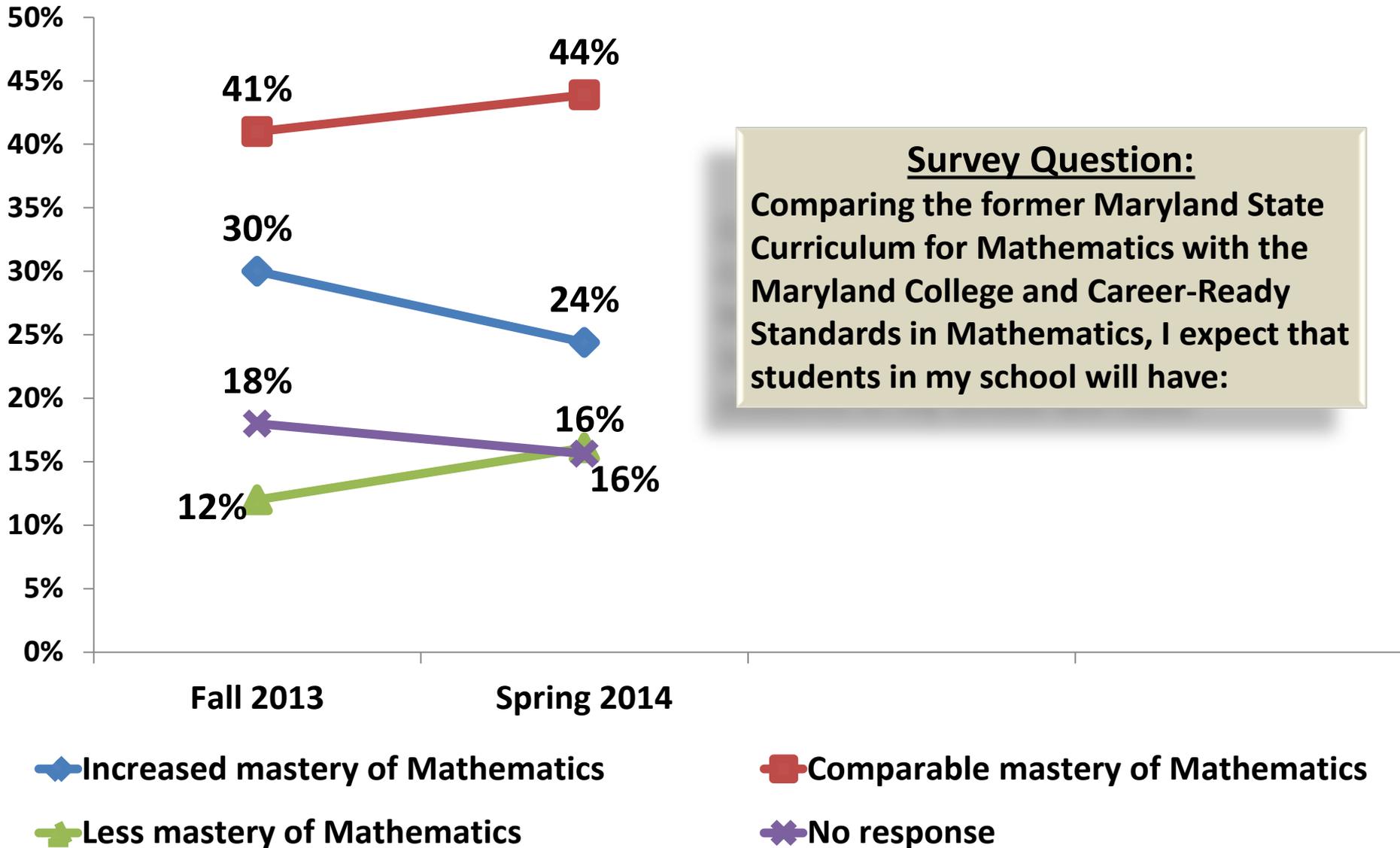


Comparison of Fall 2013 and Spring 2014

Expected Change in Student Mastery of Mathematics

Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University



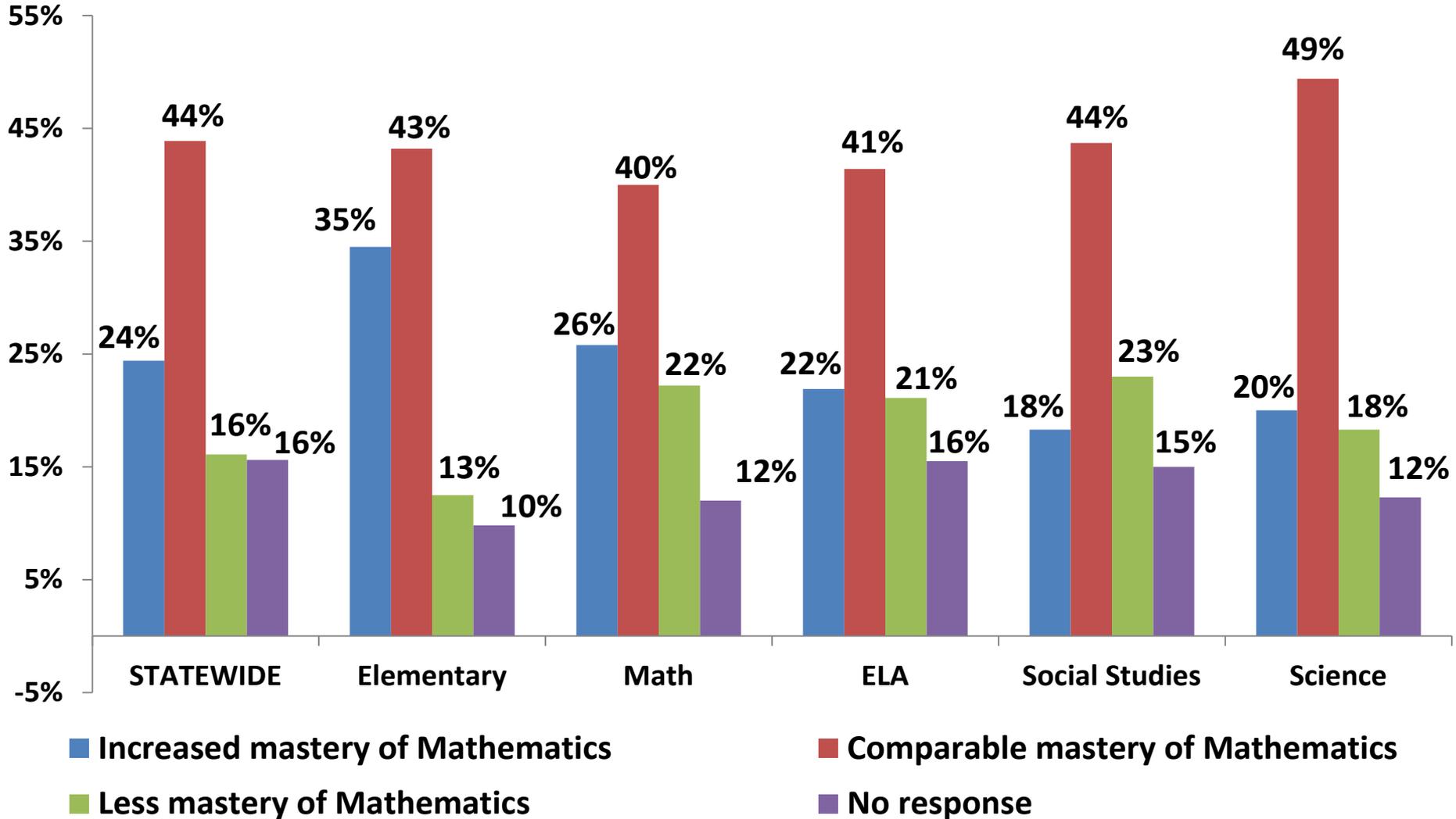


Expected Change in Student Mastery of Mathematics Content- By Subject (Spring Only)



Center for Application and Innovation Research in Education
at Towson University

Center for Application and Innovation Research in Education
at Towson University



Note: The results for each subject area represent the responses from all survey respondents who identified it as one of the primary subjects they teach in school.

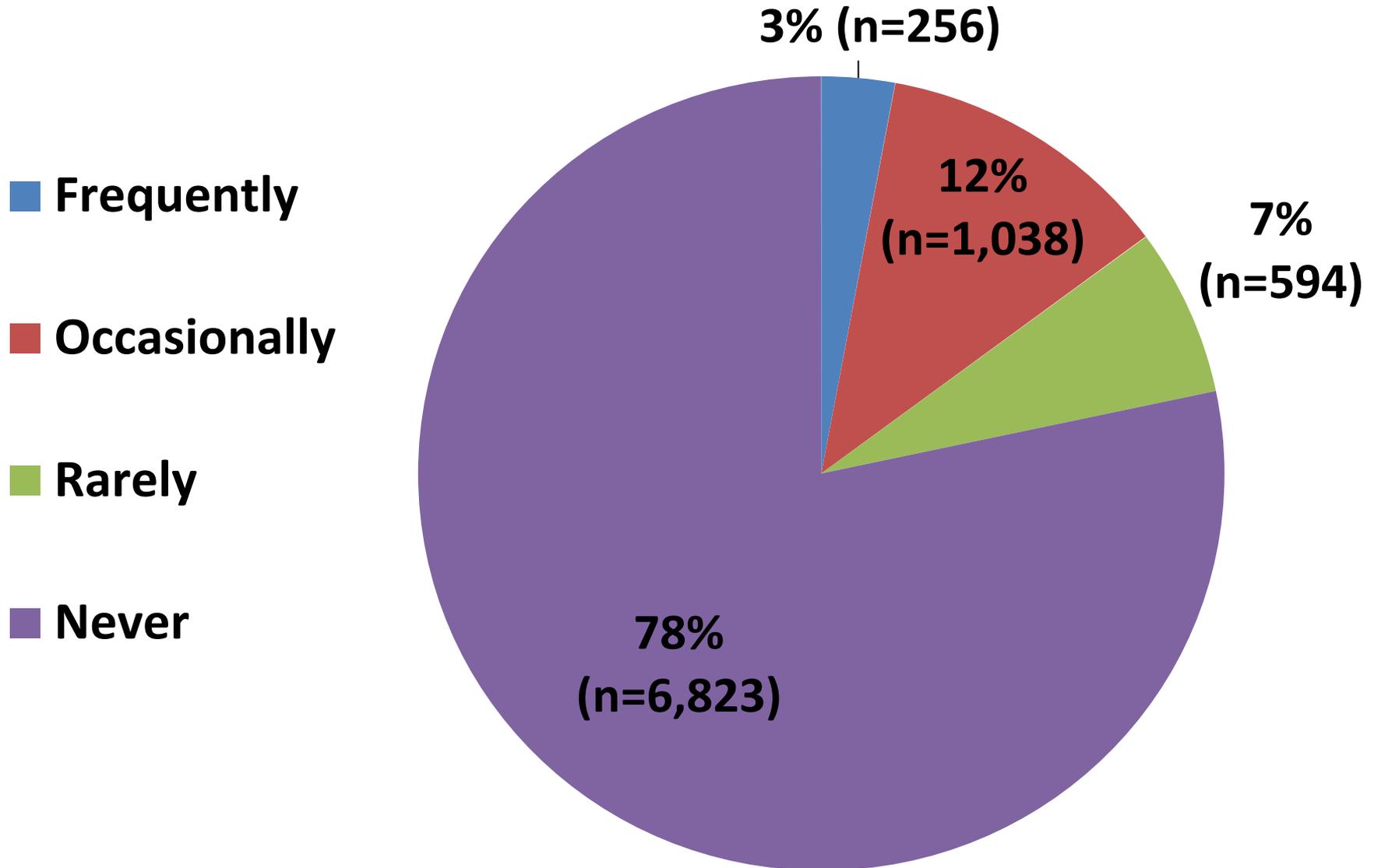


Spring 2014- Frequency of Teacher Use of MSDE Blackboard Learn



Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University

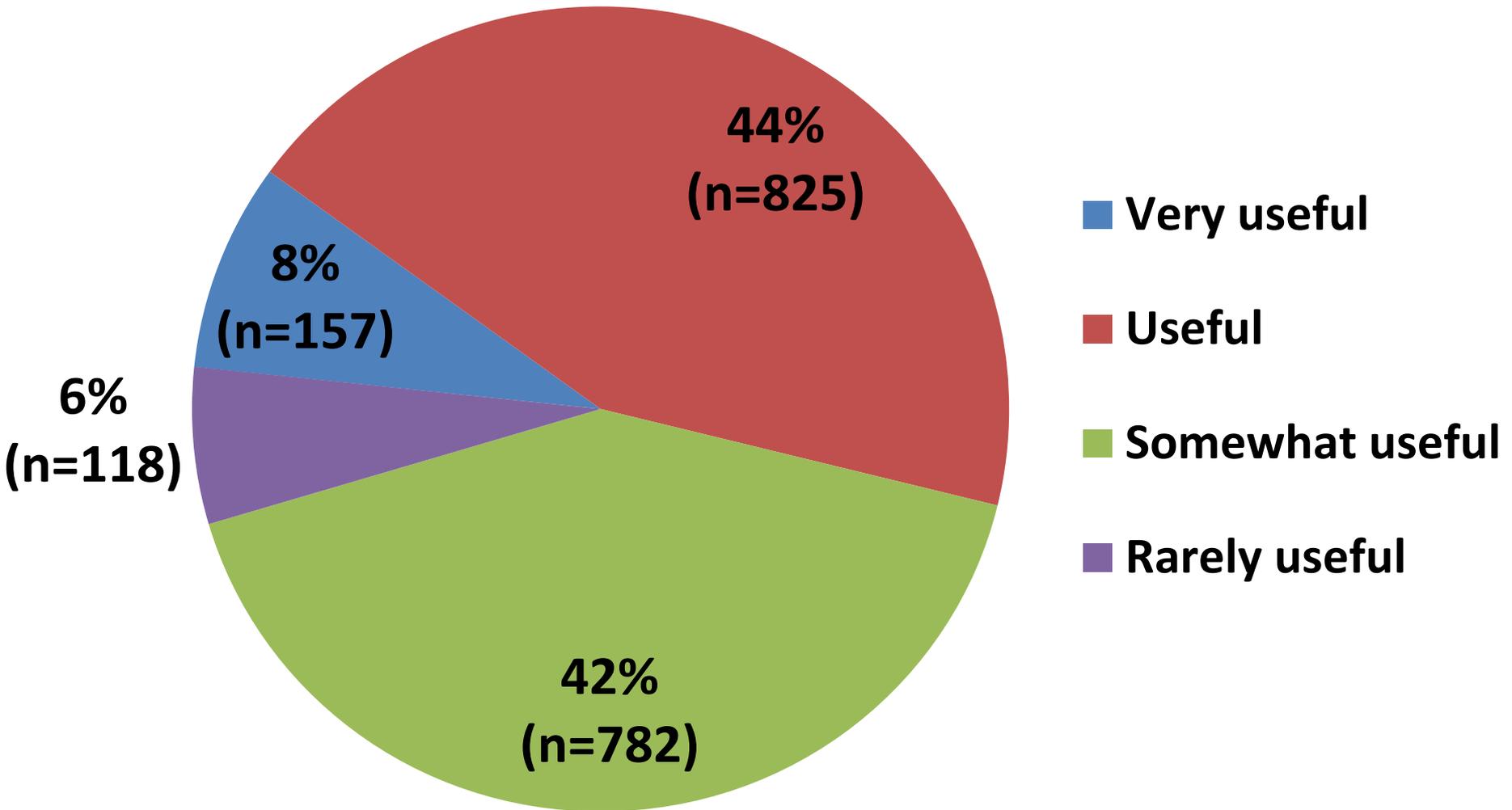




Spring 2014- Usefulness of Materials on MSDE Blackboard Learn

Center for Application and Innovation Research in Education at Towson University

Center for Application and Innovation Research in Education at Towson University



Note: These data represent responses from the 22% of teachers who reported accessing MSDE Blackboard Learn frequently, occasionally, or rarely. Those who have never accessed the site were not asked this question.

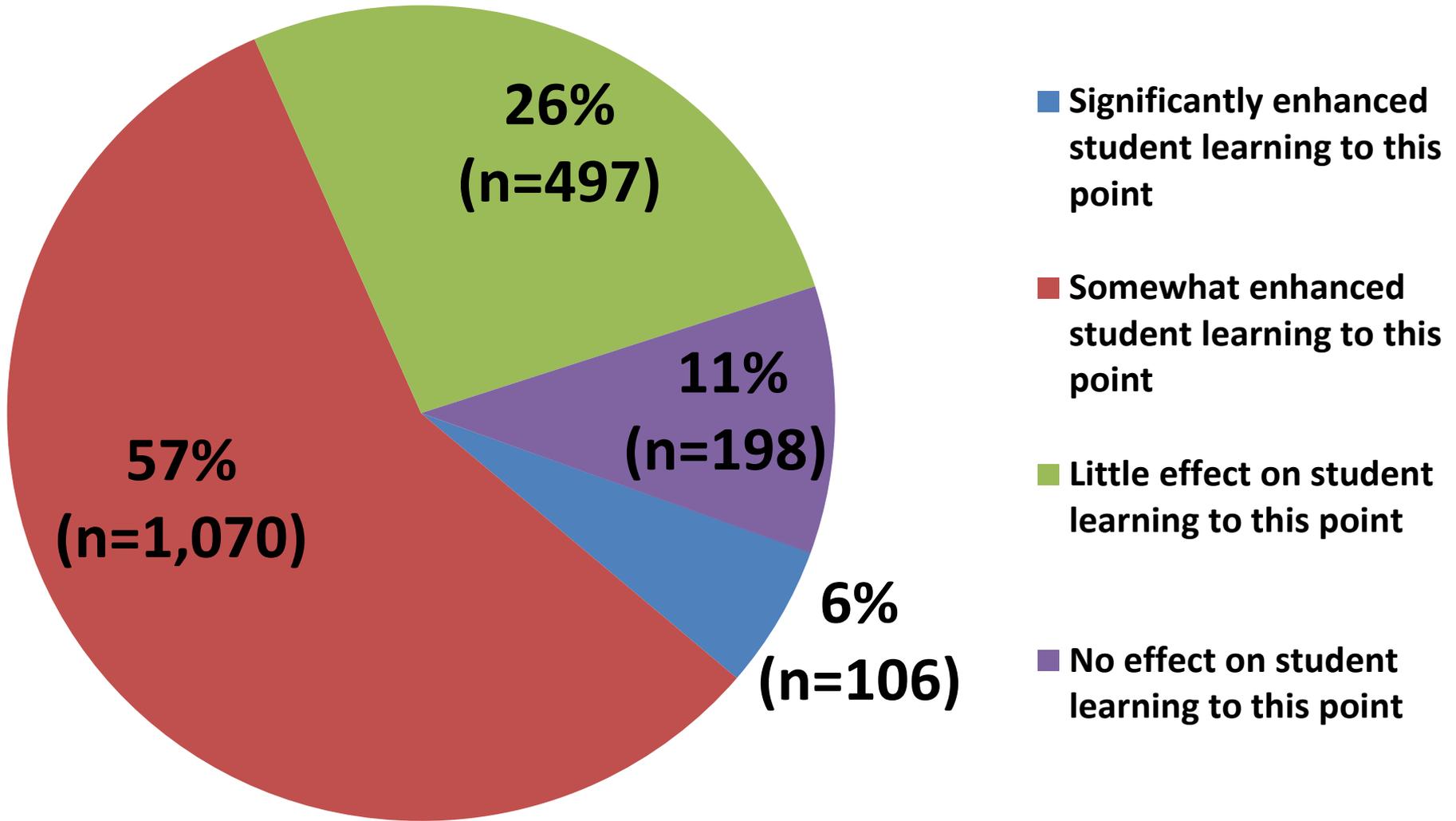


Spring 2014- Impact of MSDE Blackboard Learn Materials on Student Success



Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University



Note: These data represent responses from the 22% of teachers who reported accessing MSDE Blackboard Learn frequently, occasionally, or rarely. Those who have never accessed the site were not asked this question.



Principal/ Assistant Principal Views

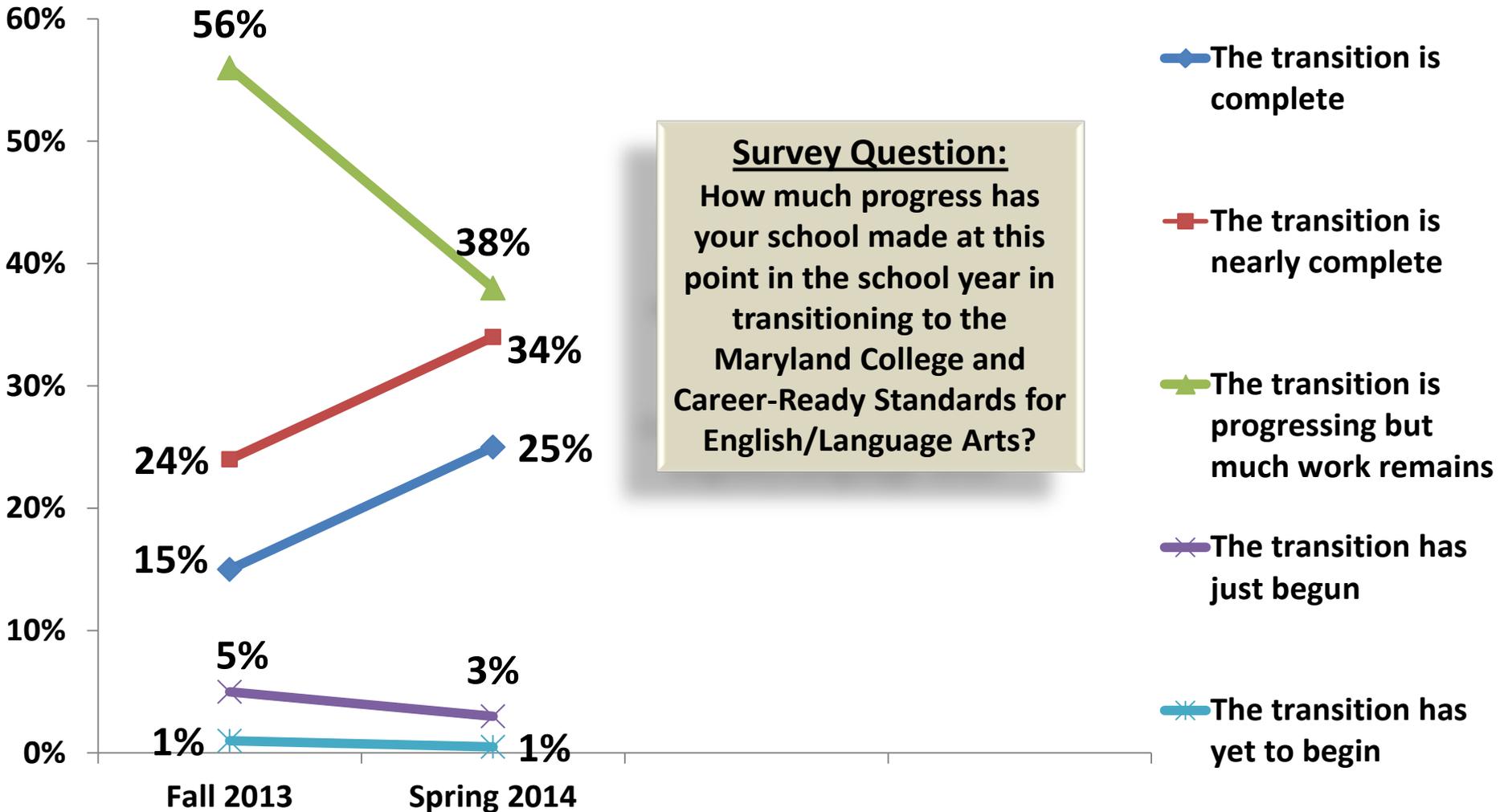


Center for Application and Innovation Research in Education at Towson University

Center for Application and Innovation Research in Education at Towson University

Comparison of Fall 2013 and Spring 2014

School Progress in Transitioning to MD CCRS for English/Language Arts



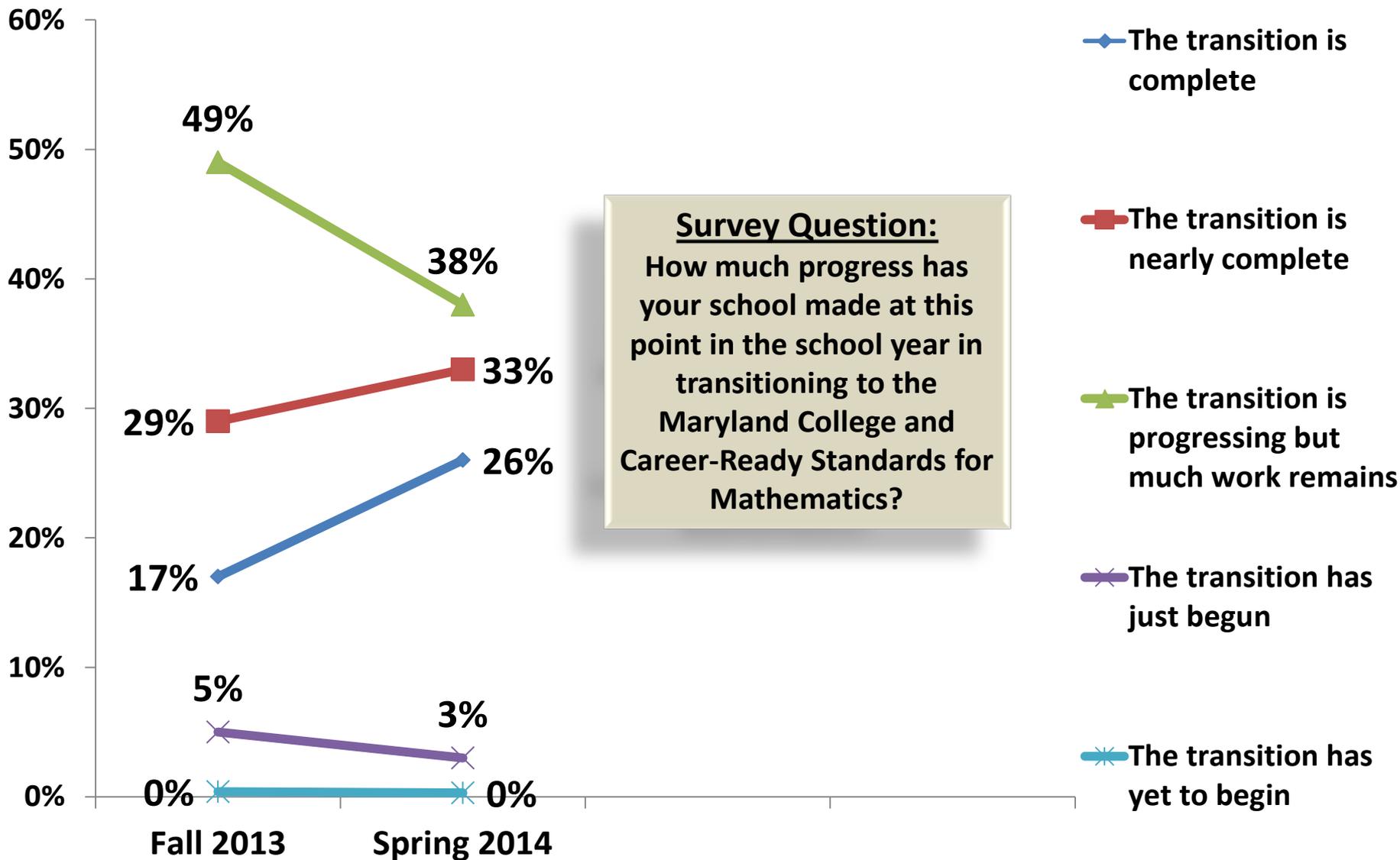


Comparison of Fall 2013 and Spring 2014

School Progress in Transitioning to MD CCRS for Mathematics

Center for Application and Innovation Research in Education at Towson University

Center for Application and Innovation Research in Education at Towson University



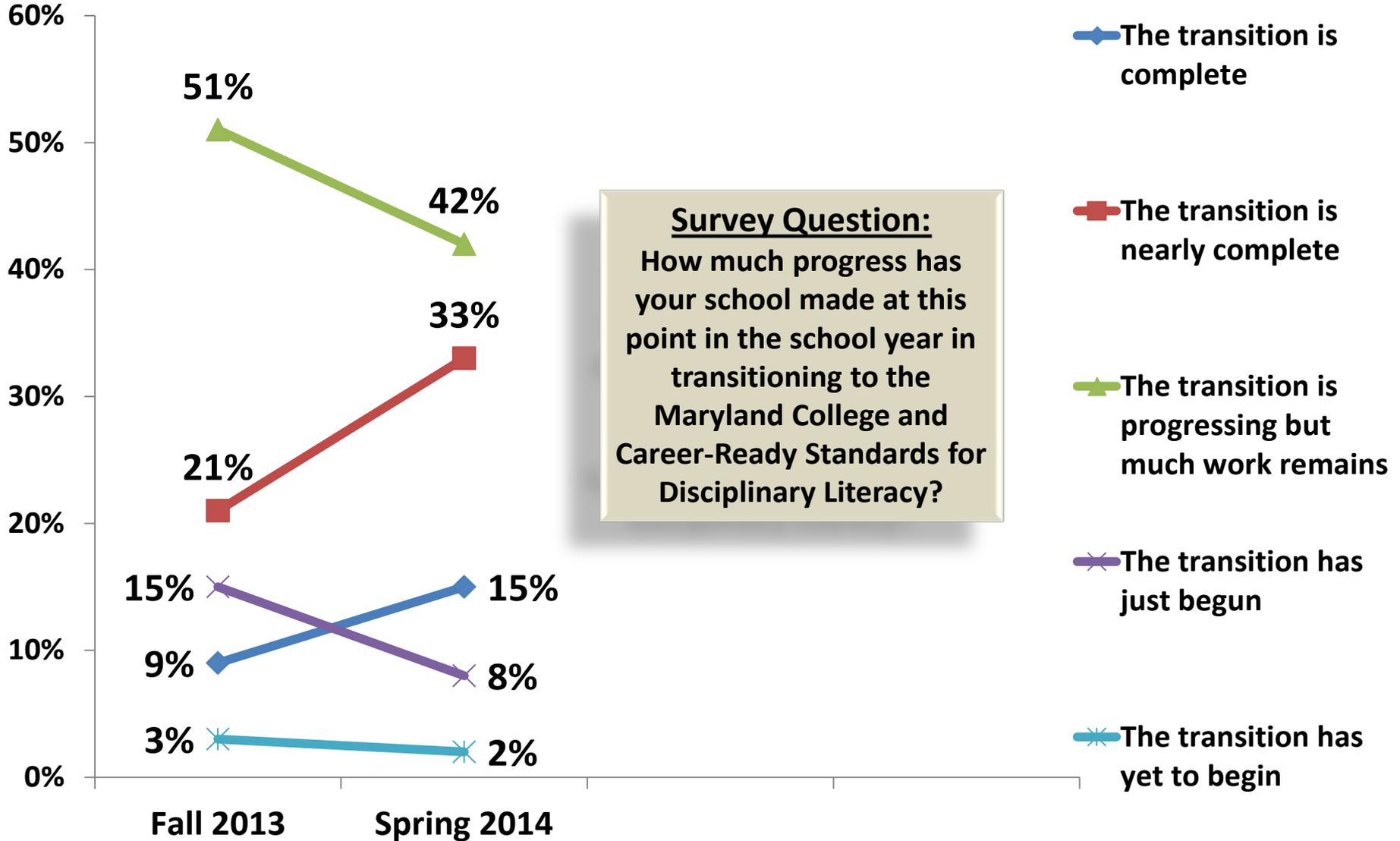


Comparison of Fall 2013 and Spring 2014 School Progress in Transitioning to MD CCRS for Disciplinary Literacy



Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University



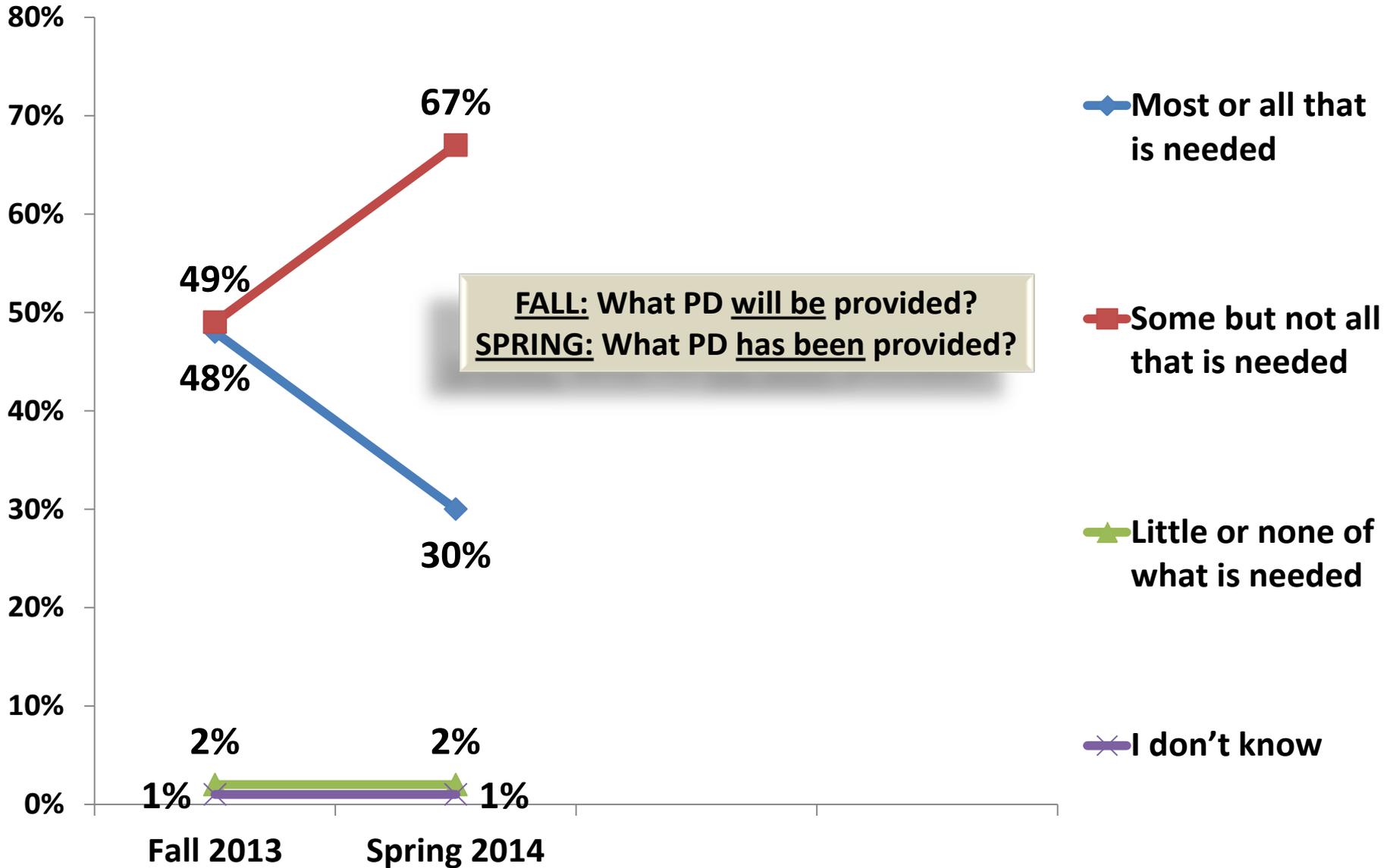


Comparison of Fall 2013 and Spring 2014 Degree of Professional Development Provided by School to Teachers



Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University



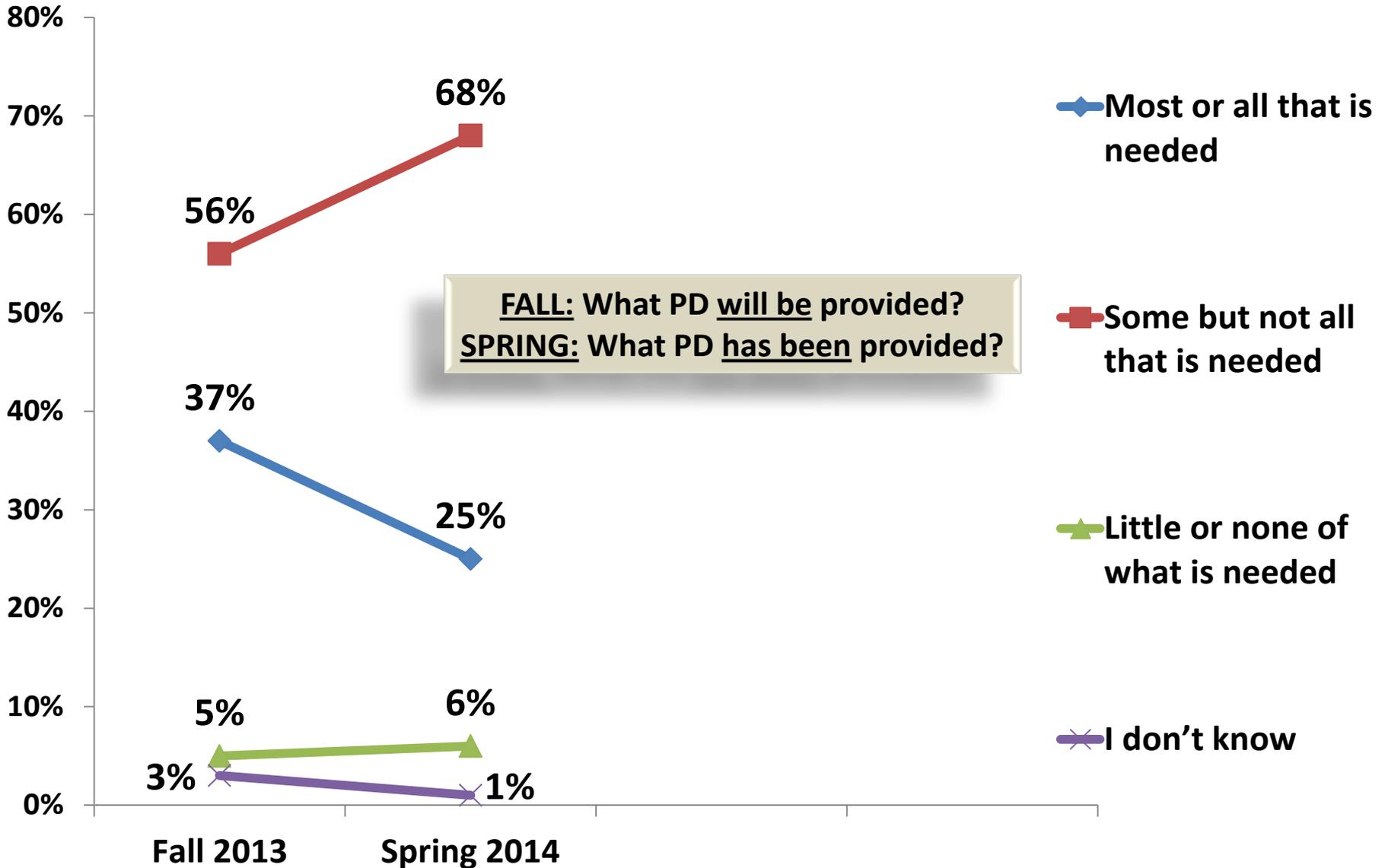


Comparison of Fall 2013 and Spring 2014 Degree of Professional Development Provided by School System to Teachers



Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University

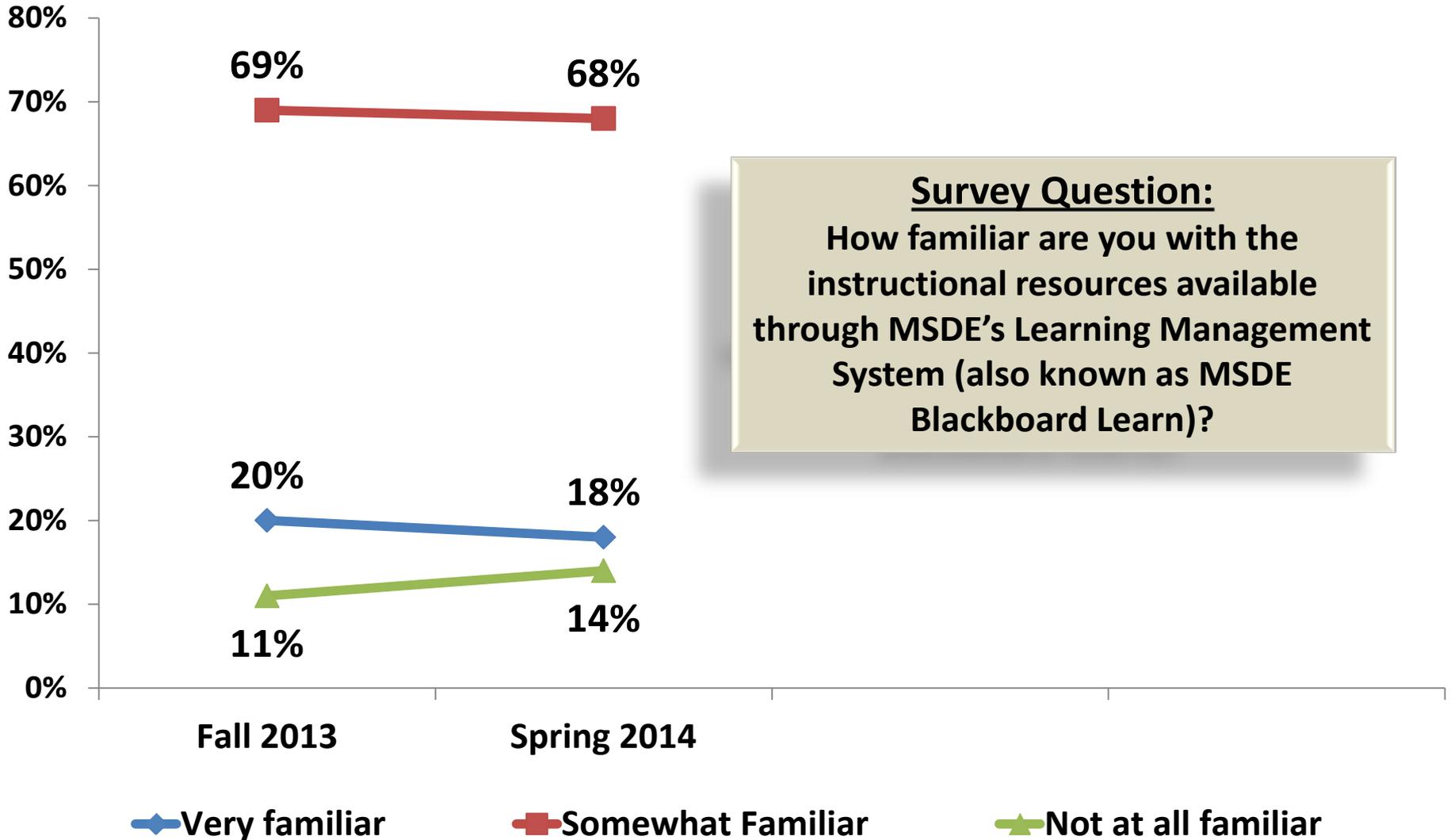




Comparison of Fall 2013 and Spring 2014 Principal Familiarity with Instructional Resources on MSDE's Blackboard Learn

Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University

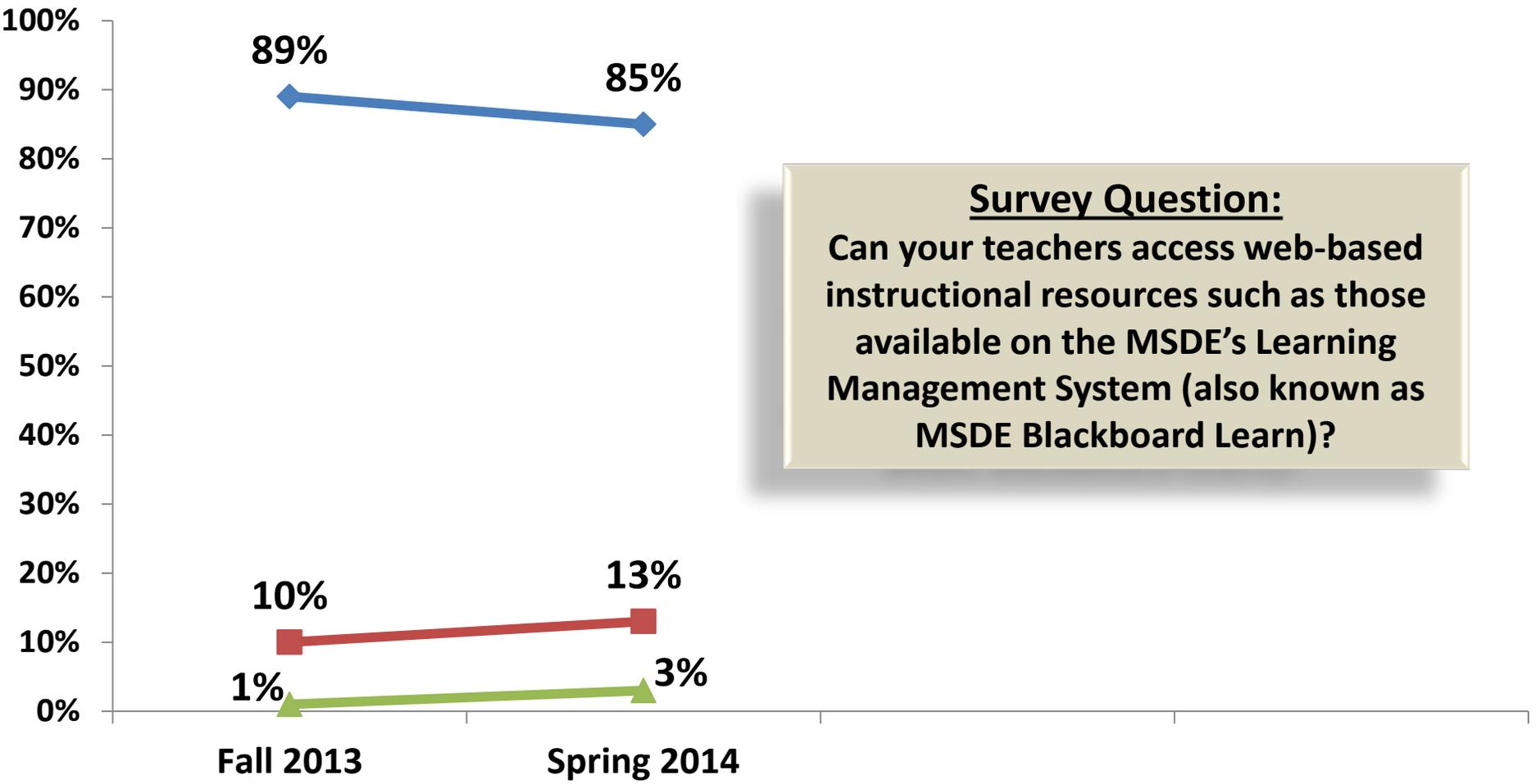




Comparison of Fall 2013 and Spring 2014 Teacher Access to Web-based Instructional Resources such as those available on MSDE's Blackboard Learn

Center for Application and
Innovation Research in Education
at Towson University

Center for Application and
Innovation Research in Education
at Towson University



◆ Yes- in their classroom ■ Yes- not in all classrooms but in a school-based site ▲ No- not at school



Teacher and Principal Concerns



The following concerns are derived from teacher responses to open-ended questions on the Spring Survey:

- A lack of time to collaboratively develop lesson plans and activities
- A lack of appropriate resources to support MD CCRS—both online and offline
- A gap between different populations of students, including students at higher grade levels, Special Education and ESOL
- A necessity for students to adopt different habits of mind for reading complex texts and for problem-solving
- A need for parents and guardians to be knowledgeable of MD CCRS in order to support instruction at home



Teacher and Principal Solutions



- Provide times and spaces for collaborative work that allows teachers and administrators to address gaps in MD CCRS implementation and that capitalizes on their collective insights
- Work on bridging gaps in MD CCRS understanding, especially among groups that have not yet been a significant focus, i.e., Special Education and ESOL
- Work to bring adequate resources to schools in the form of texts and web-based activities
- Address differences in MD CCRS implementation between LEAs



CAIRE's Recommendations



- Involve non-participating LEAs in assessing their status re MD CCRS
- Target professional development
- Continue to promote public and professional understanding of MD CCRS
- Repeat surveys fall 2014 and spring 2015



**Center for Application and
Innovation Research in Education**

at Towson University

THANK YOU

QUESTIONS?

E-mail: CAIRE@Towson.edu