
TO: Members of the State Board of Education
Members of the Accountability & Implementation Board

FROM: Carey M. Wright, Ed.D., Interim State Superintendent of Schools

DATE: February 27, 2024

SUBJECT: Alignment of Education Plan Metrics



Purpose

The purpose of this item is to provide a briefing to the State Board on the alignment of the metrics included in three state education plans released over the past year.

Background

Over the past eight months, three state education plans have been released. The Maryland State Board of Education and Maryland State Department of Education released their Strategic Plan in June 2023, the Accountability and Implementation Board issued their Blueprint Comprehensive Implementation Plan in August 2023, and the Office of Governor Wes Moore released the Moore-Miller Administration State plan in February 2024. Each plan includes a list of education metrics to track.

Executive Summary

To examine the alignment of the metrics in the three plans, MSDE analyzed a crosswalk to identify any metrics which are aligned to another plan as well as any metrics in which there are no corresponding metrics in the other plans. The analysis identified nine areas in which there was strong alignment between at least two of the three plans, with all three of the plans including metrics aligned to four of the nine areas. Additionally, there were two Key Performance Indicators in the Moore-Miller Administration State Plan that were not included in either the Strategic Plan nor the AIB's Implementation Plan, but both measures are routinely tracked and reported by MSDE on both the Maryland School Report Card and the department's annual Managing for Results submission to the Department of Budget and Management.

Action

This item is for the Board's review.

Attachments

Gov_SP_AIB_metrics.pptx

Gov_SP_AIB_metrics.pdf

Alignment of Education Plan Metrics

February 27, 2024



Presented By |

Phil Lasser, Senior Executive Director of Strategic Initiatives, MSDE
Emma Pellerin, Implementation Plan Director, AIB



Overview of Education Plans

Over the past eight months, three state plans have been released that highlight education metrics in Maryland.

Plan	Release Date	Terminology	Number of Items
Moore-Miller State Plan	February 2024	Key Performance Indicators (KPI)	11
MSBE/MSDE Strategic Plan	June 2023	Goals	18
AIB Implementation Plan	August 2023	Outcomes, Outputs	60

Moore-Miller State Plan available at <https://governor.maryland.gov/priorities/Documents/2024%20State%20Plan.pdf>
MSBE/MSDE Strategic Plan available at <https://strategicplan.marylandpublicschools.org/maryland-transforms/>
AIB Comprehensive Implementation Plan available at <https://drive.google.com/file/d/1PsYQGhId5Qwk7PgK2cEubr68SSKrG5dH/view>

Analysis of Plan Metrics

MSDE analyzed a crosswalk of the three plans and identified:

- metrics in which there is any alignment with another plan
- metrics in which there is no alignment with the other plans

Aligned metrics were identified in seven areas:

- Early Childhood Education
- Literacy
- College and Career Readiness
- Workforce Diversity and Retention
- Career Ladder
- Attendance, Behavior, and Courses (ABCs)
- Chronic Absenteeism
- Student Support Personnel

Early Childhood Education

The early childhood education metrics of the three plans below are aligned.

Plan	Source	Metric
Moore-Miller State Plan	KPI 1	Percent of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment (KRA)
MSBE/MSDE Strategic Plan	Priority 1	Increase in percentage of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment
AIB Implementation Plan	Pillar 1	Percentage of students served by public and private pre-K providers who demonstrate they are prepared for kindergarten (including social and physical development)

Literacy

The literacy metrics of the three plans below are aligned.

Plan	Source	Metric
Moore-Miller State Plan	KPI 2	Percent of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment
MSBE/MSDE Strategic Plan	Priority 2	Increase in percentage of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment
AIB Implementation Plan	Pillar 3	Percentage of students demonstrating grade-level proficiency in ELA and math at key points in a student's academic experience

College and Career Readiness (CCR)

Two plans include CCR metrics; the AIB plan includes multiple metrics

Plan	Source	Metric
Moore-Miller State Plan	n/a	n/a
MSBE/MSDE Strategic Plan	Priority 4	Increase in percentage of high school graduates who met the state College and Career Readiness (CCR) standard and completed a CCR pathway
AIB Implementation Plan	Pillar 3	<ol style="list-style-type: none"> 1. Percentage of high school students who have completed a post-CCR pathway 2. Percentage of high school students who have participated in a post-CCR pathway(s) 3. Percentage of Maryland students who meet the CCR standard in ELA and math by the end of grades 10, 11, and 12 4. Percentage of Maryland high school graduates who meet the CCR standard in ELA and math 5. Percentage of LEAs offering a pre-K-12 instructional system fully aligned to the CCR standard 6. Percentage of students that are assessed for meeting the CCR standard before the end of 10th grade

Workforce Diversity

The workforce diversity metrics of the three plans below are aligned.

Plan	Source	Metric
Moore-Miller State Plan	KPI 3	Percent of new teachers of color as measured by the Fall Staff Collection report
MSBE/MSDE Strategic Plan	Priority 7	Increase in percentage of new teachers of color as measured by the Fall Staff Collection Report
AIB Implementation Plan	Pillar 2	Diversity of newly hired Maryland teachers compared to the diversity of the Maryland student population at State and local levels

Workforce Retention

All three plans include teacher retention metrics; two plans use a 3-year period while the other uses a 5-year period.

Plan	Source	Metric
Moore-Miller State Plan	KPI 4	Percent of teachers retained over a 3-year period
MSBE/MSDE Strategic Plan	Priority 7	Increase in percentage of teachers retained over a 3-year period
AIB Implementation Plan	Pillar 2	Retention of teachers who are still teaching in the classroom a portion of their time in Maryland pre-K-12 schools for five or more years

Career Ladder

Two of the three plans include similar metrics on the career ladder.

Plan	Source	Metric
Moore-Miller State Plan	n/a	n/a
MSBE/MSDE Strategic Plan	Priority 7	Increase in percentage of teachers eligible for the Teacher Leadership Track of the career ladder
AIB Implementation Plan	Pillar 2	<ul style="list-style-type: none"> Percentage of teachers participating in the career ladder. Number of LEAs that have adopted and implemented career ladders that include role descriptions for teachers on the career ladder and aligned policies that include time, supports, and incentives to collaborate, mentor, share expertise, and support students Percentage of LEA teacher evaluation systems aligned with the career ladder

Attendance, Behavior, and Course Credits (ABCs)

Two of the three plans include ABC metrics that are aligned.

Plan	Source	Metric
Moore-Miller State Plan	KPI 6	Percent of grade 8 students that are chronically absent, received suspensions, or failed ELA or math courses in grades 6-8
MSBE/MSDE Strategic Plan	Priority 3	<p>Decrease in percentage of grade 8 students that met one or more of the following ABC indicators:</p> <ul style="list-style-type: none"> ○ Attendance: student was chronically absent in grade 6, 7, or 8 ○ Behavior: student received one of more out-of-school suspensions in grades 6-8 ○ Courses: students failed one or more ELA or math courses in grade 6-8
AIB Implementation Plan	n/a	n/a

Chronic Absenteeism

Two plans include chronic absenteeism metrics which examine different samples of schools.

Plan	Source	Metric
Moore-Miller State Plan	n/a	n/a
MSBE/MSDE Strategic Plan	Other	Of a cohort of low-performing schools, decrease in chronic absenteeism rates
AIB Implementation Plan	Pillar 4	Rate of chronic absenteeism in community schools, in non-community schools and in all schools

Student Support Personnel

Two of the three plans include different metrics of student support personnel.

Plan	Source	Metric
Moore-Miller State Plan	KPI 5	Percent of schools with one or more school psychologists, mental health professionals, etc.
MSBE/MSDE Strategic Plan	n/a	n/a*
AIB Implementation Plan	Pillar 4	Counselor-student ratios in schools

*Note: Priority 8 of the Strategic Plan, “Supporting Students Socially and Emotionally,” includes two goals of student outcomes:

- 1) increase in percentage of schools perceived as having a favorable learning environment¹
- 2) decrease in suspension rates

¹ As measured by the annual Maryland school survey

Other Moore-Miller State Plan Key Performance Indicators

There are two Key Performance Indicators in the State Plan that do not align with metrics in either the Strategic Plan or AIB's Outcomes Measures:

- Percent of children in grades 9 through 12 who drop-out of school in an academic year
- High school graduation rate

However, both of these measures are calculated and reported by MSDE in multiple places:

- Maryland School Report Card¹
- MSDE's Managing for Results (MFR) submission

¹ <https://reportcard.msde.maryland.gov/>

Other MSBE/MSDE Strategic Plan Goals

There are other MSBE/MSDE Strategic Plan goals that are not captured in either the Moore-Miller State Plan or AIB's Outcomes Measures:

- Decrease in suspension rate
- Increase in percentage of schools perceived as having a favorable learning environment¹
- Of a cohort of low-performing schools, increase in achievement on MCAP ELA and math
- Decrease in the percentage of schools that are re-identified as low-performing schools three school years after initial identification
- Following a cohort of students from grades 3 to 8, increase in achievement in MCAP ELA and math
- Increase in percentage of schools rated as “Accomplishing with Continuous Improvement” in the “Curriculum and Instruction” and the “Integrated Multi-Tiered System of Support” indicators²

¹ As measured by the Maryland School Survey

² As rated by Expert Review Teams

Other AIB Implementation Plan Measures

The AIB has identified additional measures and data to track that do not align with metrics in either the Strategic Plan or State Plan including:

- Overall Blueprint and pillar-level outcome measures, such as achievement gaps in comparing overall student outcomes to the outcomes of individual student groups and within student groups across pre-K-12 grade levels
- Output measures/leading indicators of progress for each pillar, such as percentage of 3- and 4-year-olds enrolled in full-day prekindergarten for Pillar 1

A full list of AIB measures can be found in the Blueprint Comprehensive Implementation Plan on the AIB's website aib.maryland.gov

Questions?