



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** April 23, 2019  
**SUBJECT:** ESSA Accountability Implementation Update

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**PURPOSE:**

To inform the State Board on the ongoing implementation and analysis of the 2018 accountability system and to demonstrate updates to the Maryland Report Card

**EXECUTIVE SUMMARY:**

Information presented will include:

1. Update on reporting calendar
2. Demonstration of School Report Card equity data results
3. Update on Targeted Support and Improvement (TSI) School Identification
4. Continued discussion of possible modifications to points and ratings assignments
  - Responses to questions regarding alignment with proficiency
  - Stakeholder feedback

**ACTION:**

For information only

# Every Student Succeeds Act (ESSA) Accountability Update



STATE BOARD MEETING

April 23, 2019

# Accountability Update

1. Calendar Review
2. Equity data
3. Targeted Support and Improvement (TSI) Schools
4. Stars by Proficiency Information
  - a. Responses to questions regarding alignment with proficiency
  - b. Stakeholder Feedback

## Update on Reporting Calendar

Report Card Website Developments		By Dec 4 <sup>th</sup> - Jan Board Meeting	By Feb Board Meeting	By March Board Meeting	By Apr Board Meeting	By May Board Meeting	Available Year 2
<b>Accountability</b>	Maryland School Report Card	x					
	School data downloads (Star Ranking and Accountability Detail)	x					
	School Report Card Refresh: Appealed Schools		x				
	School Report Card Details (Disaggregation by student groups)		x				
	Annual Targets (Proficiency, English Learner, Graduation Rate)			x			
	New Student Group Reporting (Foster, Military Connected, Homeless)					x	
	Equity				x		
	Comprehensive Support and Improvement Schools	x					
	Targeted Support and Improvement Schools				x		
	Analysis tools (Comparison to like schools)						x
<b>Additional Reporting of 2017-2018</b>	MDCAP (Science, Alternate Assessments)			x			
	Graduation Rate			x			
	Civil Rights Data Collection (CRDC)				x		
	Graduation and College Enrollment					x	
	Financial						x

# Equity

- **Educational equity is a critical matter of policy and priority.**
- **Proposed Draft COMAR 13A.01.06 *Educational Equity***
  - Each Maryland public school will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student’s academic success and social/emotional well-being.
  - Regulation scheduled for the May 21, 2019 State Board Meeting
- **Leading for Equity: Opportunities for State Education Chiefs (CCSSO)**
  - Measure What Matters
- **Definition - Each student group is uniquely compared to everyone else:**
  - Student groups are shown in comparison to students not within that specific student group and to the entire school population including that group.
- **Purpose – Determine how well each student group is performing on every component of the accountability system, and overall.**

- Report Card
- Report Card Details >
- Equity**
- Definitions

**FILTERS**

Student Group:  
 Reset



**Beall Elementary**  
2017 - 2018 School Report Card

 [Download](#)

**EQUITY: COMPARISON IN STUDENT GROUP PERFORMANCE**

Performance comparison by student group is the difference in the total earned points percent between the Student Group and students not in the student group.

		ALL STUDENTS	STUDENTS WITH DISABILITIES	NOT STUDENTS WITH DISABILITIES
STUDENT ENROLLMENT		100%	10%	90%
INDICATOR	POSSIBLE POINTS	POINTS EARNED		
Academic Achievement	20.0	12.0	6.1	12.5
Academic Progress	30.0	15.0	12.5	16.0
Progress in Achieving English Language Proficiency	na	8.3	7.1	8.8
School Quality and Student Success	25.0	5.5	n/a	n/a
<b>TOTAL POINTS:</b>	<b>75.0</b>	<b>70.9</b>	<b>55.7</b>	<b>67.3</b>
<b>TOTAL EARNED POINTS PERCENT:</b>		<b>70.9%</b>	<b>61.9%</b>	<b>74.8%</b>
		<p><b>-12.9%</b></p> <p><b>GAP</b></p>		

# Equity – Snapshot of Results

As the Equity reporting that is released today will demonstrate, achievement and opportunity gaps persist.

- White and Asian student groups at schools both were more likely to have positive Equity results. Over  $\frac{3}{4}$  of schools had white and Asian student groups with positive Equity gap results.
- African American and Hispanic student groups both were more likely to have negative Equity results. Over 60% of schools having these two student groups had negative Equity gap results.
- Economically disadvantaged, students with disabilities, and English learners all were more likely to have negative Equity gap results.

# Targeted Support and Improvement (TSI) Schools

- TSI schools are schools with student groups performing as low as the Comprehensive Support and Improvement (CSI) Schools (lowest 5% Title I schools and High Schools with less than 67% graduation rate)
- 377 schools in 23 local school systems
- Each TSI school shall, in partnership with stakeholders, develop and implement a school-level targeted support and improvement plan to improve student outcomes based on indicators in the statewide accountability system for each student group that was the subject of notification that is:
  - informed by all indicators,
  - includes evidence-based interventions,
  - is approved by the local school system prior to implementation of the plan,
  - is monitored by the local school system, and
  - results in additional action following unsuccessful implementation.
- MSDE supports include:
  - Needs assessment and intervention plan instruments
  - Electronic portal of school improvement resources called the Maryland Resource Hub
  - Access to Professional Learning Offering and Technical Assistance
  - Collaboration with Local School Systems
  - Support in engaging families and the community
  - Program and fiscal review



# 2017-2018 Distribution of Star Ratings

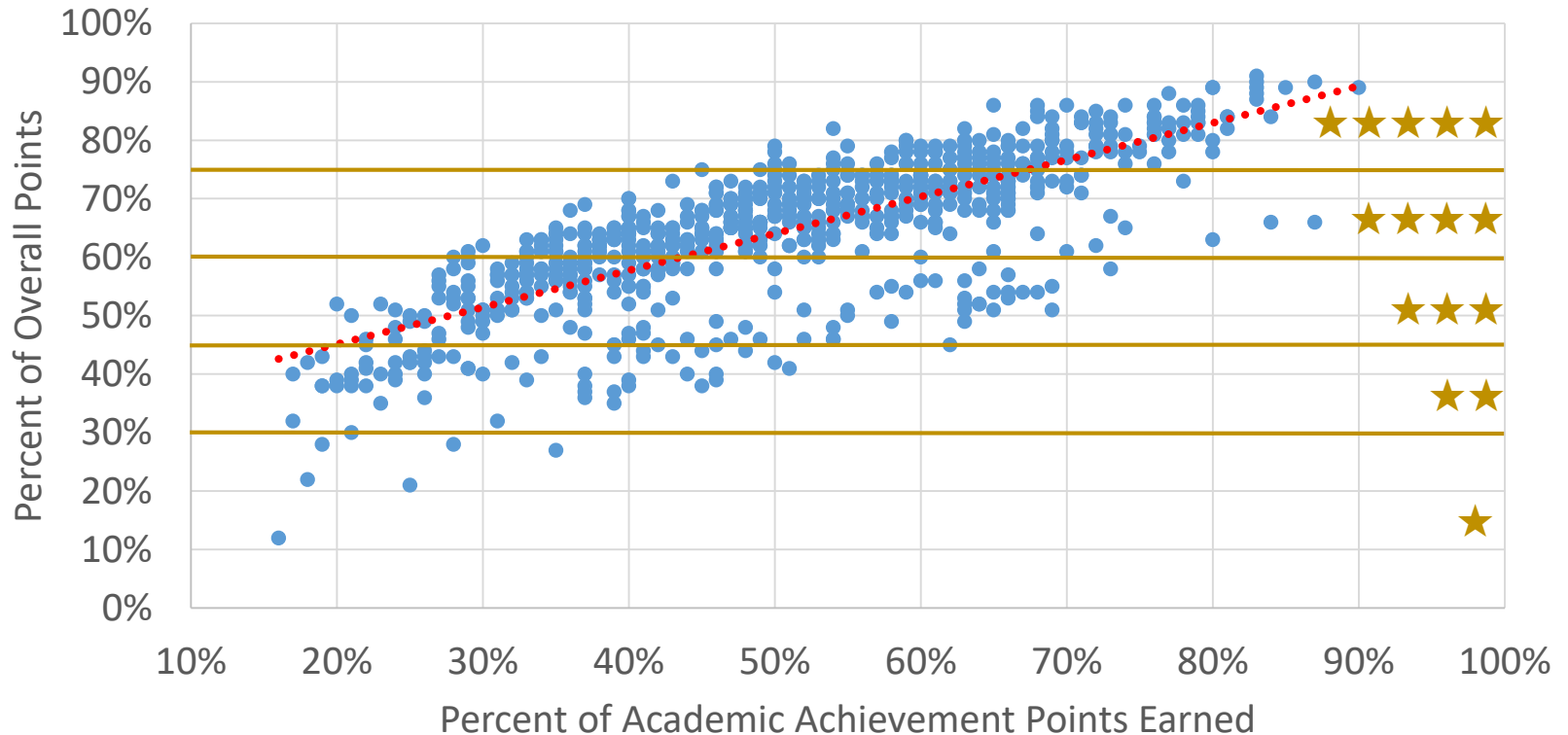
Total Earned Percent	Awarded Stars	ALL SCHOOLS		Elementary		Middle		High		Combined	
		N	%	N	%	N	%	N	%	N	%
Less than 30%	★	35	3%	7	1%	1	0%	8	4%	19	14%
30% or greater and less than 45%	★★	144	11%	60	8%	19	9%	27	13%	38	28%
45% or greater and less than 60%	★★★	356	27%	177	23%	91	42%	50	25%	38	28%
60% or greater and less than 75%	★★★★	564	43%	377	49%	80	37%	75	37%	32	24%
75% or greater	★★★★★	219	17%	144	19%	25	12%	42	21%	8	6%

See handout for simulations using 2018 data

# Relationship Between Star Ratings and Academic Achievement ELEMENTARY SCHOOLS

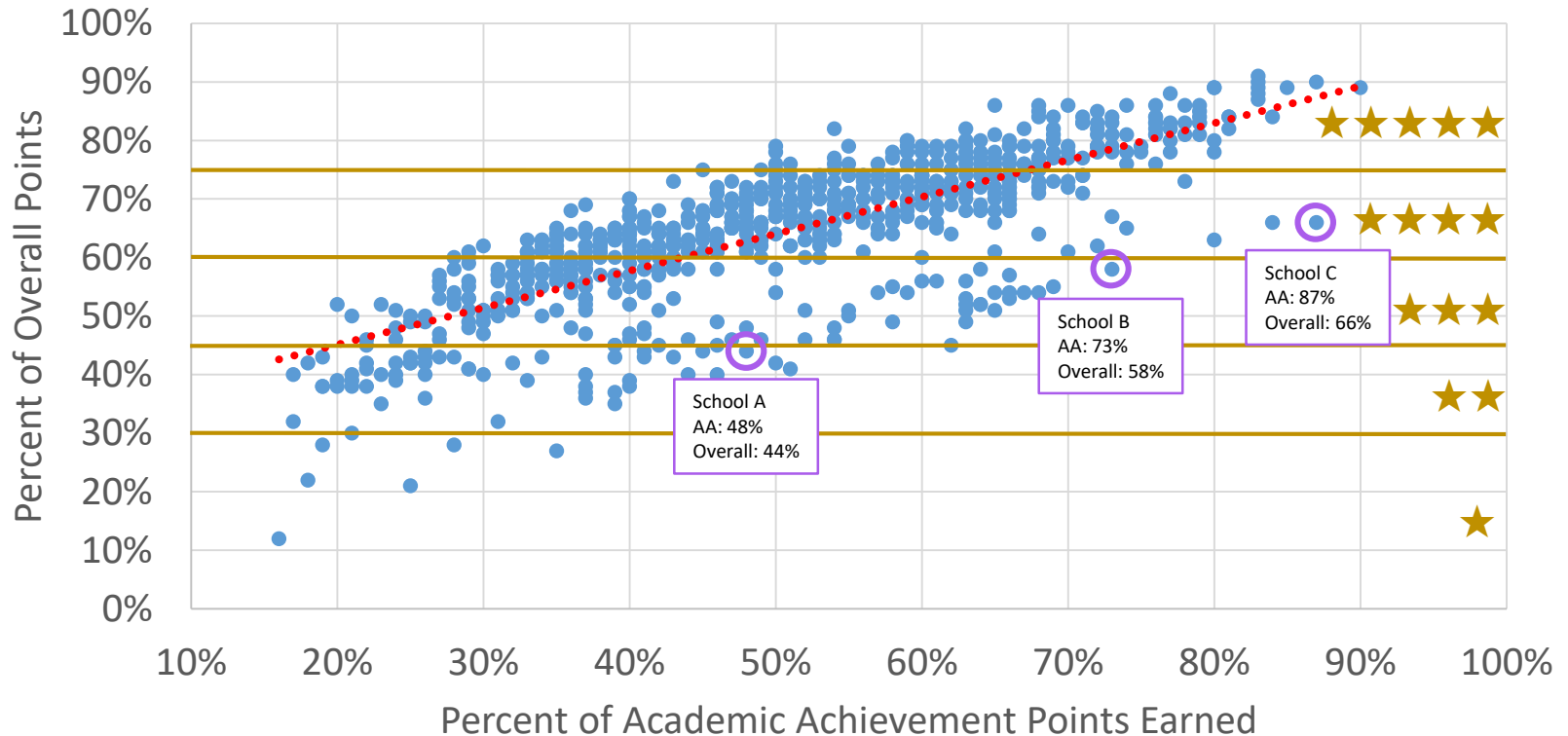
Star Rating	Average % of points earned	Range: Min %	Range Max %
*	23.1	16.0	35.0
**	31.1	17.0	51.0
***	39.9	20.0	73.0
****	51.7	29.0	87.0
*****	69.0	49.0	90.0

## Overall Percent of Points and Percent of Academic Achievement Points (Elementary)



# Elementary School Underperformance on the Accountability System

Overall Percent of Points and Percent of Academic Achievement Points (Elementary)



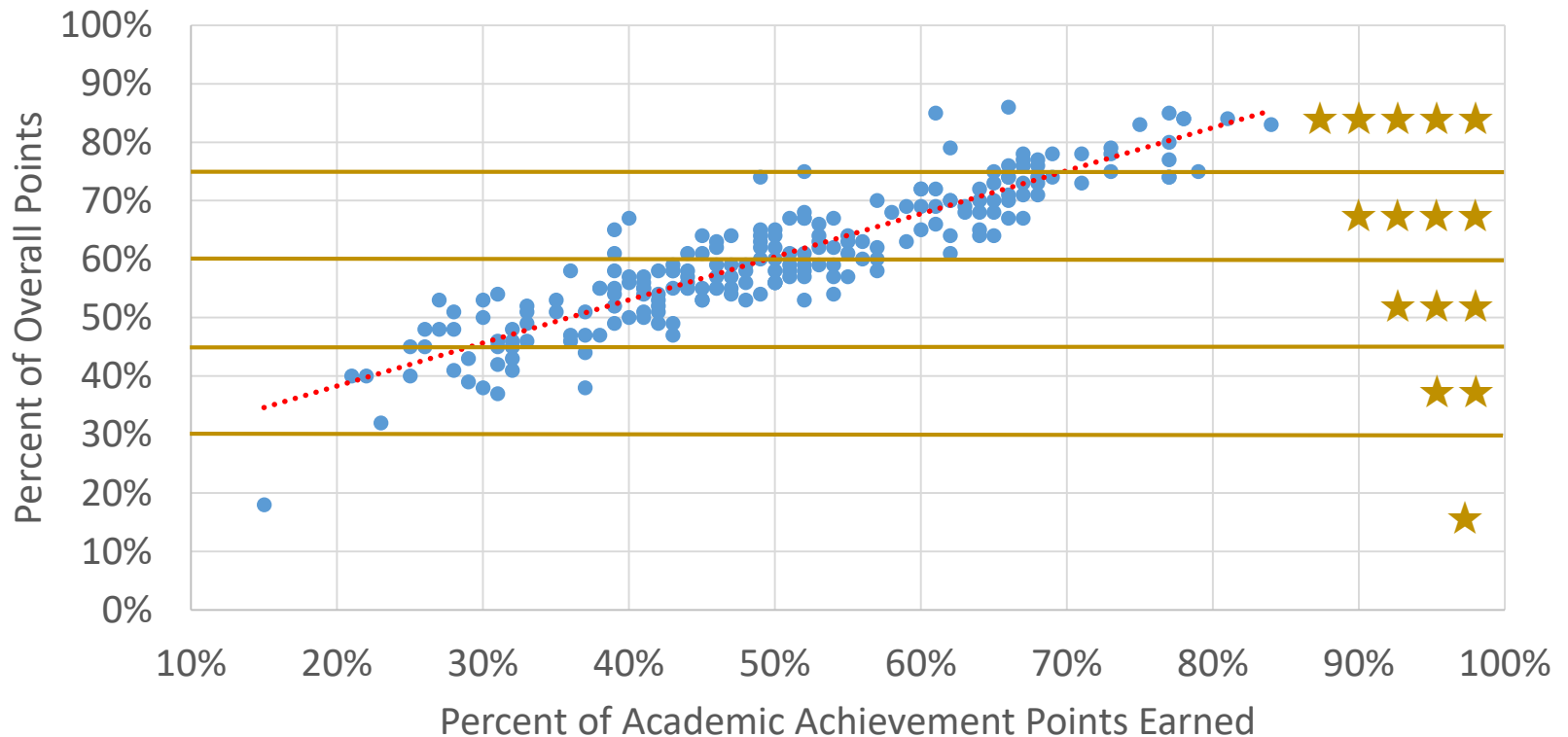
# Elementary School Outliers

	Academic Achievement	Overall % of points	Well rounded – awarded points	Stars earned	Information
School A	48% (9.6/20)	44% (33.1/75)	0/5 0/10	★★	★★★ is 45% to 60%
School B	73% (14.7/20)	58% (49.4/85)	0/5 0/10	★★★★	★★★★★ is 60% to 75%
School C	87% (17.4/20)	66% (49.4/75)	0/5 0/10	★★★★★	★★★★★★ 75% or greater

# Relationship Between Star Ratings and Academic Achievement MIDDLE SCHOOLS

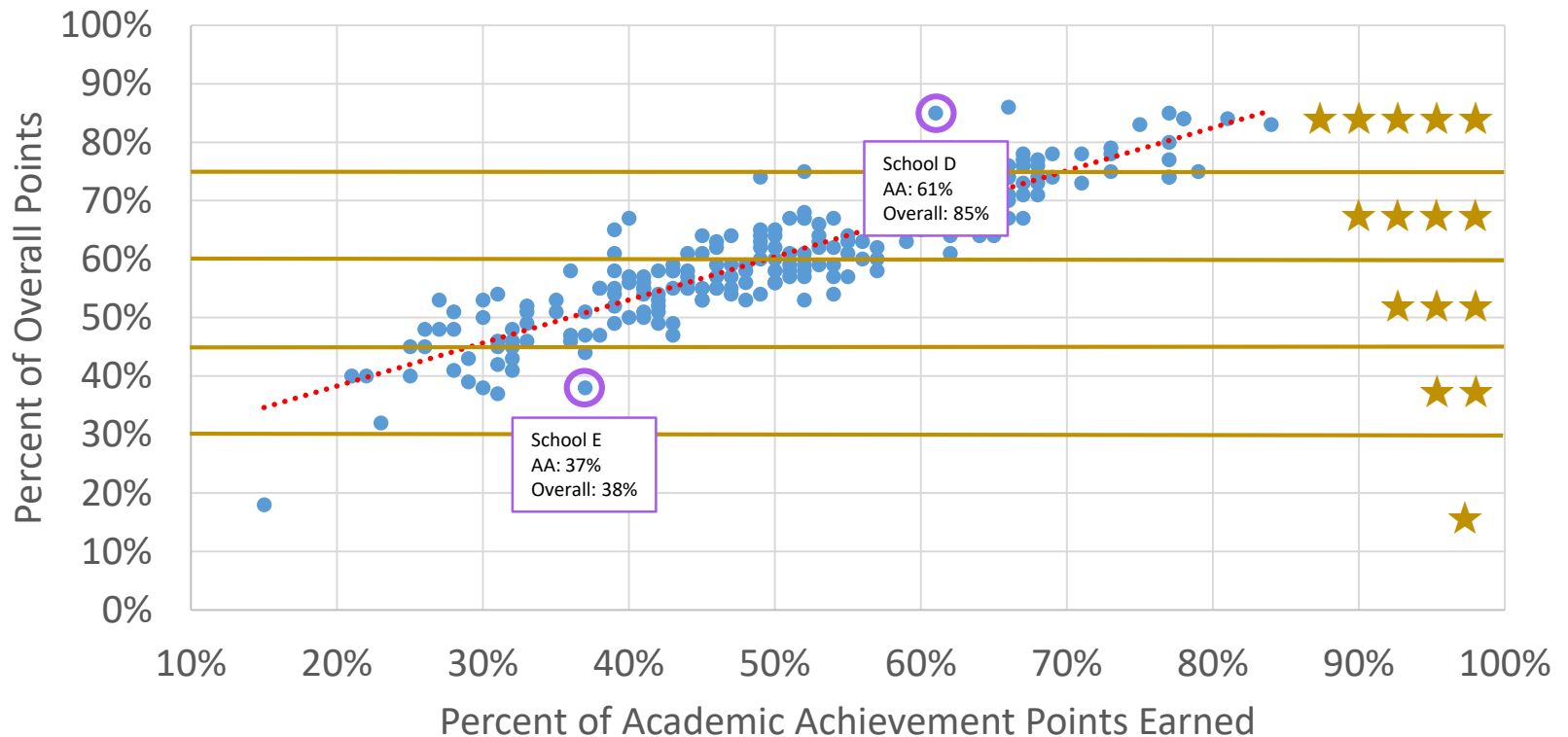
Star Rating	Average % of points earned	Range: Min %	Range Max %
*	15.0	15.0	15.0
**	29.1	21.0	37.0
***	42.1	26.0	57.0
****	57.5	39.0	77.0
*****	71.6	61.0	84.0

## Overall Percent of Points and Percent of Academic Achievement Points (Middle)



# Middle School Over/Underperformance on the Accountability System

Overall Percent of Points and Percent of Academic Achievement Points (Middle)





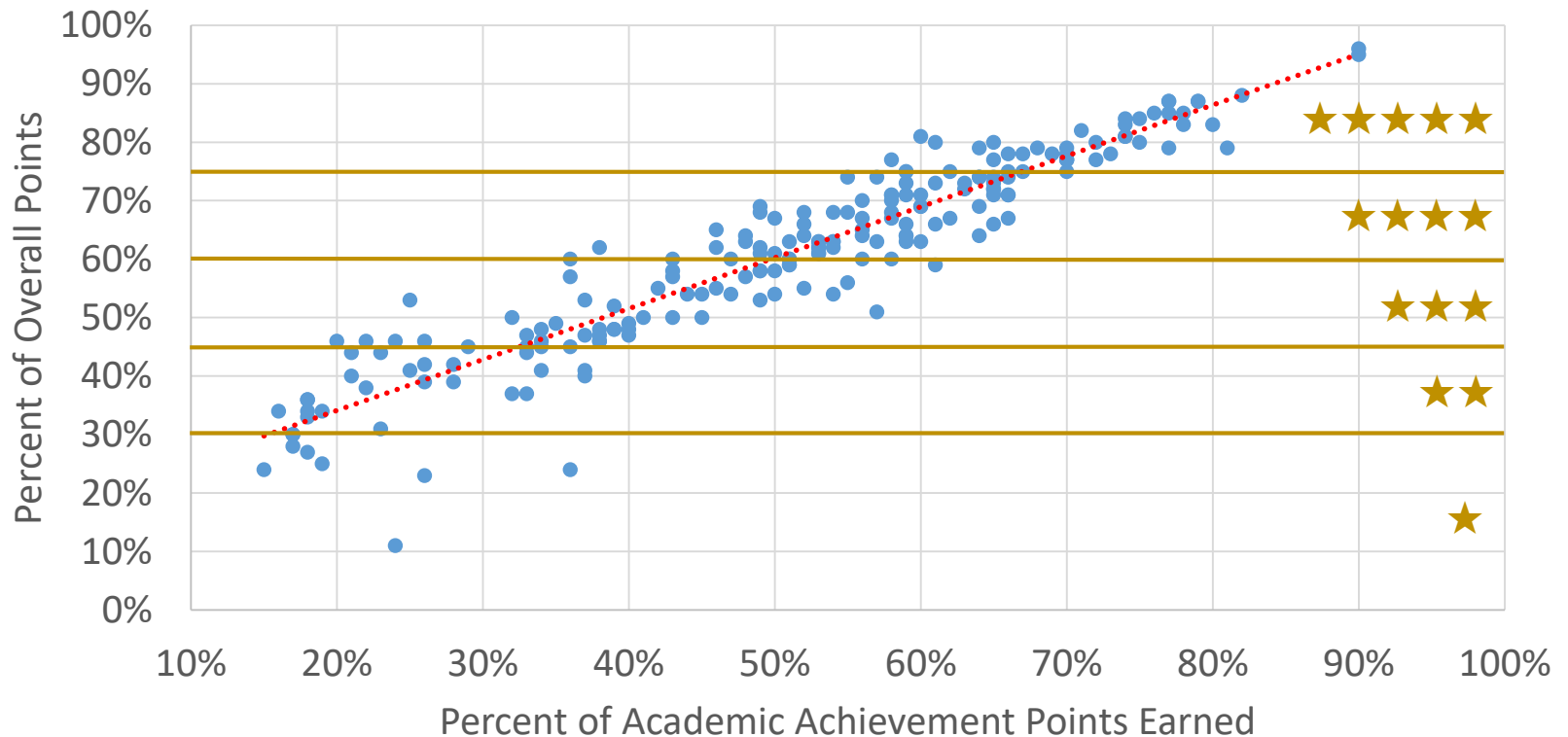
# Middle School Outliers

	Academic Achievement	Overall % of points	Academic Progress – awarded points	SQ/SS	Stars earned	Information
School D	61% (12.3/20)	85% (61.7/73)	26.7/28	22.8 /25	★★★★★	★★★★★ is 60% to 75%
School E	37% (7.3/20)	38% (31.7/83)	9.2/28	14.2 /25	★★	★★★ is 45% to 60%

# Relationship Between Star Ratings and Academic Achievement HIGH SCHOOLS

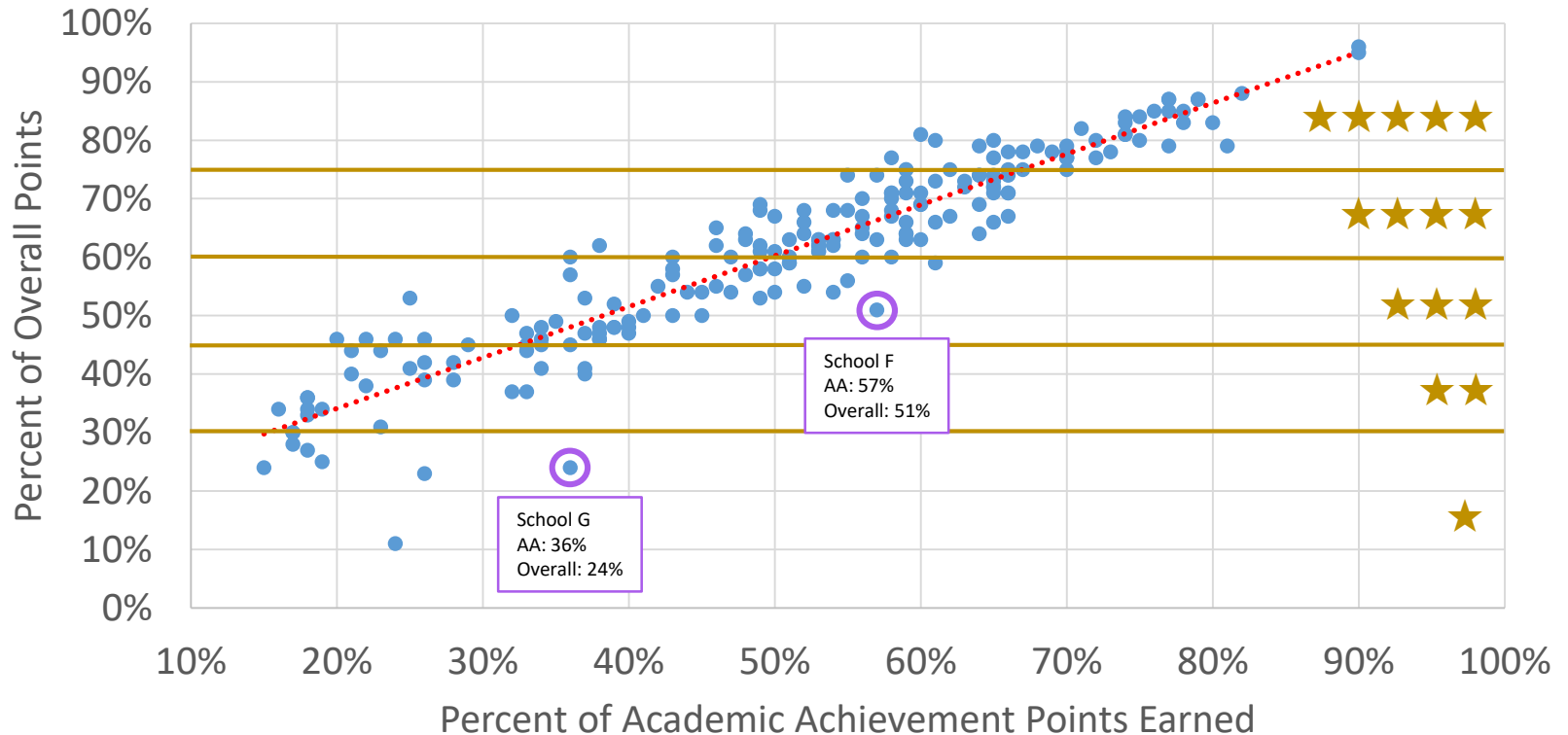
Star Rating	Average % of points earned	Range: Min %	Range Max %
*	22.1	15.0	36.0
**	25.5	16.0	37.0
***	41.6	20.0	61.0
****	56.7	36.0	67.0
*****	72.3	58.0	90.0

## Overall Percent of Points and Percent of Academic Achievement Points (High)



# High School Over/Underperformance on the Accountability System

Overall Percent of Points and Percent of Academic Achievement Points (High)



# High School Outliers

	Academic Achievement	Overall % of points	EL – awarded points	SQSS – awarded points	Stars earned	Information
School F	57% (17/30)	51% (45.9/90)	.8/10	10.4/25	★★★	★★★★ is 60% to 75%
School G	36% (5.4/15)	24% (14.4/60)	NA	2/25	★	★★ is 30% to 45%

# Should there be a one time adjustment to the point assignment for stars? Stakeholder Meetings

- **Maryland State Education Association – March 1, 2019**
- **ESSA External Stakeholder Committee – March 6, 2019**
- **Public School Superintendent’s Association of Maryland – March 8, 2019**
- **Local School System Assistant Superintendents for Instruction – March 15, 2019**
- **Family Engagement Council – April 10, 2019**

# Stakeholder Feedback

- **Do not make a change this year – consensus of all groups**
- **Wait until all of the data is in. Accountability system is not complete – survey results (EMH), science data (EM), and social studies data (M) are still to be added**
- **Cannot fully analyze until all of the data is included in the system.**
- **Schools are already working to analyze performance and develop plans for improvement. Results may go up or down but it will not be possible to determine if the change is the result of the school initiatives or the change in the system. Explanations may sound like excuses.**
- **The public will question the credibility of the schools and the system.**
- **Communication will be very difficult.**
- **Schools and school systems would like for parents to use all of the information that is contained in the report card.**
- **Stay the course – then after 2-3 years or so can take a look. Need to study the stability of a fully implemented system.**
- **Parent groups are working closely with their schools to analyze data and look forward to the release of equity data.**

# MSDE Recommendation

**Based on consideration of the following:**

- **Data availability in the first year of Maryland’s new accountability system;**
- **Relationship of the indicator scores to the overall rating and determination that the system has functioned as it was designed; and**
- **Feedback from stakeholders,**

**the MSDE recommends that we stay the course with the current distribution of the star ratings and commit to the review of the data and analysis on an annual basis.**



Option 1: Do not make adjustments to standards.

Stars	All Schools			E	M	Combo	H
	Percent of Points	N	%	N	N	N	N
★	0%-30%	35	3%	7	1	19	8
★★	30%-45%	145	11%	60	19	39	27
★★★	45%-60%	356	27%	177	91	38	50
★★★★	60%-75%	564	43%	377	80	32	75
★★★★★	75%-100%	219	17%	144	25	8	42

Option 2: Bands use equal “slices” of percent of points earned.

Stars	All Schools			Change			E	M	Combo	H
	Percent of Points	N	%	↓★	No change	↑★	N	N	N	N
★	0%-20%	6	0.5%	0	6	29	1	1	3	1
★★	20%-40%	103	7.8%	0	74	71	34	7	41	21
★★★	40%-60%	427	32.4%	0	356	0	209	103	52	63
★★★★	60%-80%	687	52.1%	0	564	0	460	96	36	95
★★★★★	80%-100%	96	7.3%	123	96	0	61	9	4	22

Option 3: Adjusted standards.

Stars	All Schools			Change			E	M	Combo	H
	Percent of Points	N	%	↓★★	↓★	No change	N	N	N	N
★	0%-40%	109	8.3%	0	0	35	35	8	44	22
★★	40%-55%	280	21.2%	0	74	71	129	62	41	48
★★★	55%-70%	535	40.6%	0	209	147	333	98	37	67
★★★★	70%-80%	299	22.7%	0	388	176	207	39	10	43
★★★★★	80%-100%	96	7.3%	0	123	96	61	9	4	22

Option 4: Maintain the range for one-star but adjust other standards; higher range for four-star schools.

Stars	All Schools			Change			E	M	Combo	H
	Percent of Points	N	%	↓★★	↓★	No change	N	N	N	N
★	0%-30%	35	2.7%	0	0	35	7	1	19	8
★★	30%-55%	354	26.8%	0	0	145	157	69	66	62
★★★	55%-70%	535	40.6%	0	209	147	333	98	37	67
★★★★	70%-85%	363	27.5%	0	388	176	248	46	14	55
★★★★★	85%-100%	32	2.4%	0	187	32	20	2	0	10

Option 5: Maintain the range for one-star but adjust other standards; lower range for four-star schools.

Stars	All Schools			Change			E	M	Combo	H
	Percent of Points	N	%	↓★★	↓★	No change	N	N	N	N
★	0%-30%	35	2.7%	0	0	35	7	1	19	8
★★	30%-45%	145	11.0%	0	0	145	60	19	39	27
★★★	45%-65%	561	42.5%	0	0	356	304	125	51	81
★★★★	65%-85%	546	41.4%	0	205	359	374	69	27	76
★★★★★	85%-100%	32	2.4%	0	187	32	20	2	0	10

# THE NEW MARYLAND REPORT CARD: A Measure of Equity

## What is educational equity?

The Maryland State Department of Education has established educational equity as a critical matter of policy and priority. Maryland’s education equity regulation proposed in December of 2018 states, “Each Maryland public school will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student’s academic success and social/emotional well-being” [Code of Maryland Regulations (COMAR) 13A.01.06]. Achievement and opportunity gaps persist for student groups in the State, and the new accountability system provides information on successes and challenges in meeting the needs of all students.



Your School Report Card can be found at:  
[MdReportcard.org](http://MdReportcard.org)

## How does Maryland measure equity?

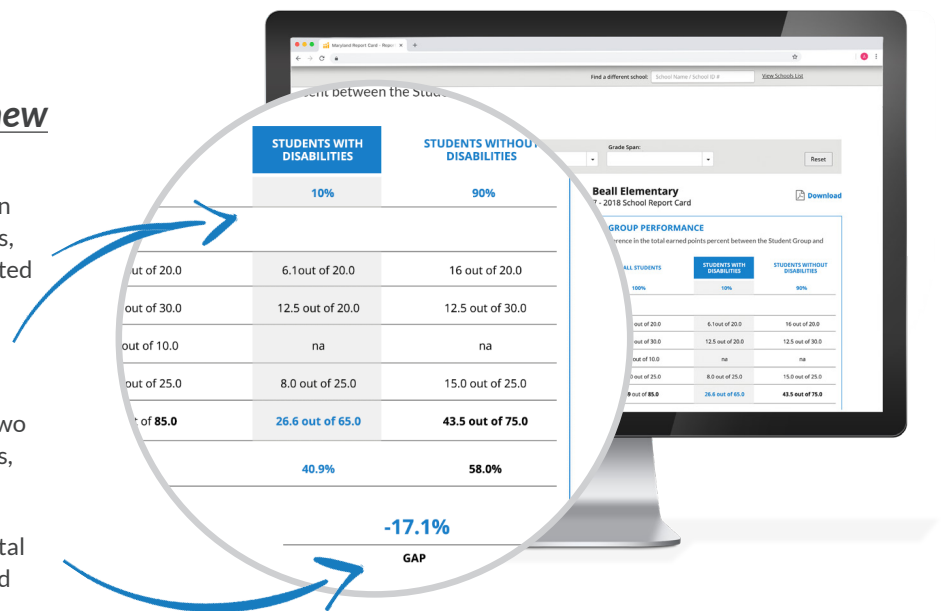
- 1 Viewed by school and district:**  
Equity data is shown for all schools and districts for the student groups they contain.
- 2 Each student group is uniquely compared to everyone else:**  
Student groups are shown in comparison to students not within that specific student group and to the entire school population including that group.
- 3 Highlights gaps:**  
Student groups not achieving academically, not making adequate progress toward academic achievement, and not achieving college or career readiness will be highlighted with larger equity gaps.

## What equity information does the new Report Card include?

**DIFFERENCE IN PERFORMANCE:** All points earned on school indicators are listed for comparison by all students, the selected student group, and students not in the selected student group.

**STUDENT GROUPS:** American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino of any race, Native Hawaiian or Other Pacific Islander, White, Two or more races, Students with Disabilities, English learners, and Economically Disadvantaged.

**EQUITY GAP:** Difference between the percentage of total earned points used on report card by *students in group* and percentage of total earned points used on report card by *students not in that group*.



## How are schools and districts supported to achieve educational equity?

The MSDE, having reviewed and analyzed the data, identified statewide strategies to address equity in Maryland Public Schools with a focus on schools serving high percentages of economically disadvantaged students. These strategies were developed with the input of local school system leaders and through a review of best practices and current research. To improve school conditions for students with disabilities and English learners, MSDE provides technical assistance and support to local school systems and public agencies to expand inclusive learning opportunities.

In order to provide educational equity, implementation of high quality instruction aligned to the Maryland College and Career-Ready Standards must be delivered with fidelity to all student groups beginning in pre-kindergarten. This includes equitable access to instruction and instructional materials for students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy and mathematics levels. In addition, an equity guide is under development.



MSDE has developed an Accountability User’s Guide to help you better understand the new Accountability System measures and School Report Cards. To see the latest School Report Cards, view the User’s Guide, and find more information, please visit: [MdReportCard.org](http://MdReportCard.org)

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