



**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:** June 20, 2018  
**SUBJECT:** Every Student Succeeds Act (ESSA) Update

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**PURPOSE:**

To provide an update on the implementation of Maryland's Every Student Succeeds Act (ESSA) Consolidated State Plan. This update will focus on identifying gifted and talented students as an accountability and reporting student group. Additionally, the update will provide information and options for recommendations on how to determine the scoring of academic progress for elementary and middle schools and readiness for post-secondary success measures for high schools.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

The Maryland State Department of Education (MSDE) submitted the final draft of Maryland's ESSA Consolidated State Plan to the U.S. Department of Education on January 10, 2018. The U.S. Department of Education approved Maryland's Plan on January 16, 2018. The Plan is to be implemented in the 2018-2019 school year.

**EXECUTIVE SUMMARY:**

Upon submission of Maryland's Consolidated ESSA plan, a note was included in the Plan stating that "The State intends to take steps to add 'gifted and talented students' as an additional student group by the end of school year 2017-2018." The MSDE staff have worked with gifted and talented coordinators across local school systems to determine a method to define gifted and talented students which includes determining the status based on the Code of Maryland Regulations.

The new accountability system in Maryland's Consolidated ESSA Plan requires defining how to measure each indicator and measure in the system. This update includes a recommendation for academic progress, specifically the "credit for" measure for elementary school and the student growth percentiles for both elementary and middle schools. Recommendations also include readiness for post-secondary success, specifically the "credit for" measure for high schools.

**ACTION:**

No action is necessary, for discussion only.

# Every Student Succeeds Act (ESSA) Implementation Update



STATE BOARD MEETING

June 20, 2018

# ESSA Implementation Update

1. Defining Gifted and Talented Students
2. Student Growth Percentiles
3. High School “Credit for” completion of a well-rounded curriculum
4. Elementary “Credit for” completion of a well-rounded curriculum

# Defining Gifted and Talented Student Group

## Language in ESSA Plan:

“The State intends to take steps to add ‘gifted and talented students’ as an additional student group by the end of school year 2017-2018.”

## Recommendation:

Gifted and talented students are those identified by local school systems according to COMAR 13A.04.07.02 (Identification of Gifted and Talented Students) and receiving services according to COMAR 13A.04.07.03 (Programs and Services).

# Defining Gifted and Talented Student Group Continued...

## **Article §8–201. “Gifted and Talented Students” defined.**

In this subtitle, “gifted and talented student” means an elementary or secondary student who is identified by professionally qualified individuals as:

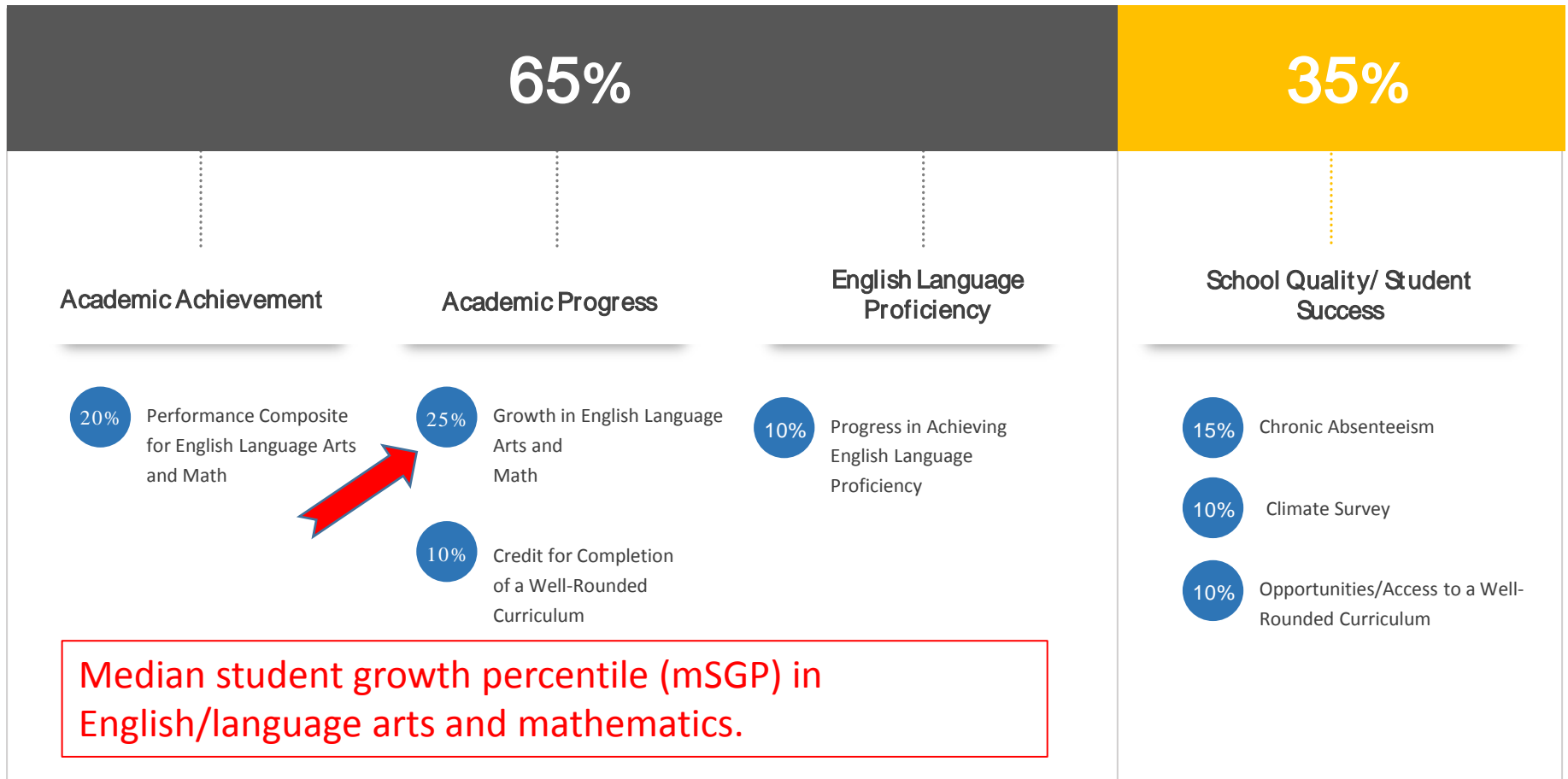
- 1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment;
- 2) Exhibiting high performance capability in intellectual, creative, or artistic areas;
- 3) Possessing an unusual leadership capacity; or
- 4) Excelling in specific academic fields.

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# ELEMENTARY and MIDDLE SCHOOLS

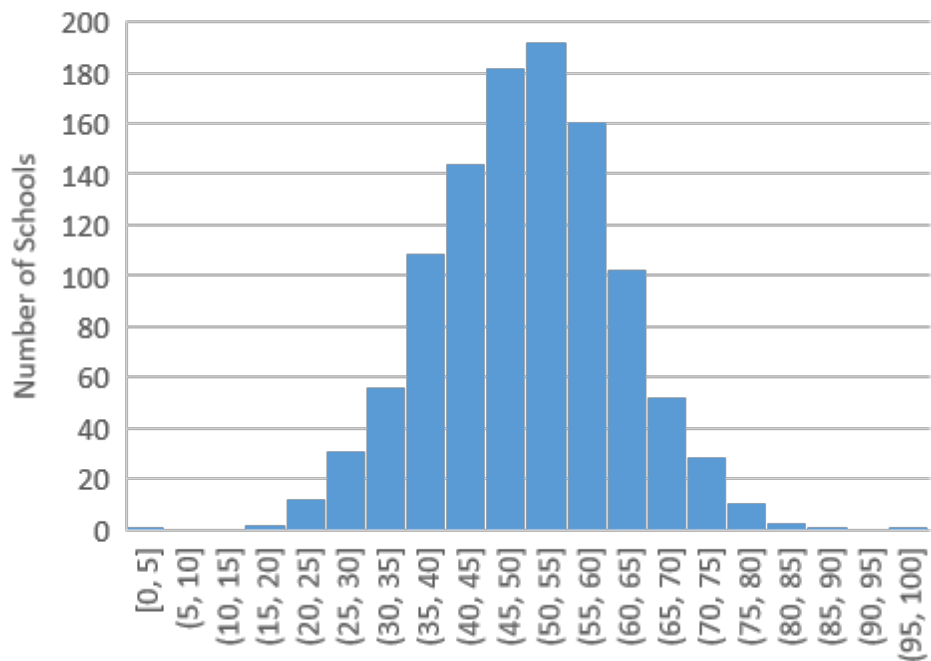
## FRAMEWORK OF INDICATORS



# Median Student Growth Percentile

## 2016-2017 data and recommendation for allocating points

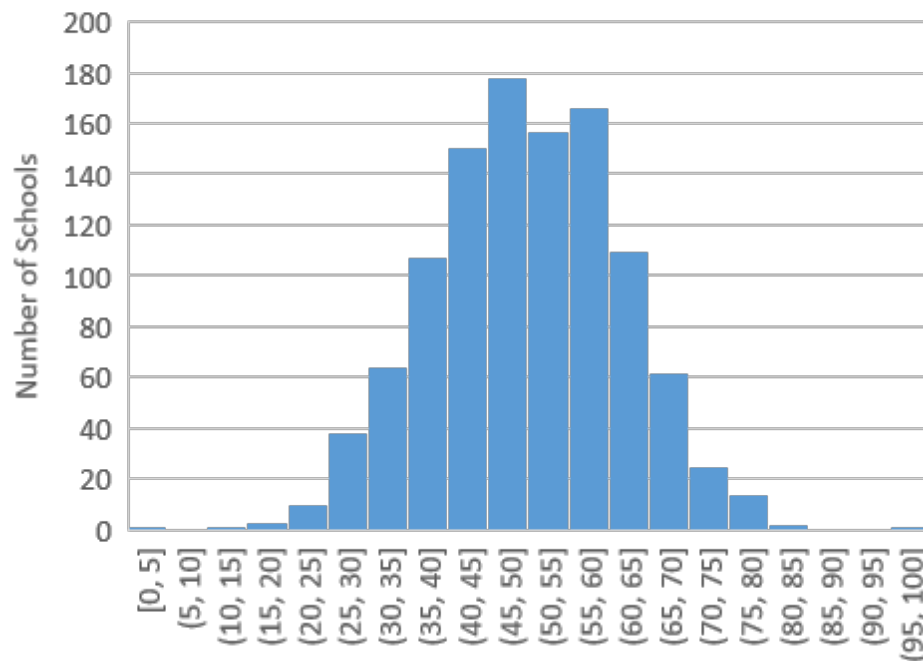
Median Student Growth Percentile, ELA (elementary/middle schools)



1	2	3	4	5	6	7	8	9	10	11	12.5
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(Points would actually be assigned in increments of 0.5)

Median Student Growth Percentile, math (elementary/middle schools)



1	2	3	4	5	6	7	8	9	10	11	12.5
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(Points would actually be assigned in increments of 0.5)



## Recommendation: Points are assigned at regular intervals for low/mid-range/high mSGPs, with a collapsed scale at the very low and very high end

### Rationale:

- There are no “cliffs” at the borders because intervals are regular between the low and high points.
- Very low and very high mSGPs are recognized with the “collapsed scales” at the low and high ends.
- For example, Massachusetts and New Jersey use similar assignment procedures.

### The MSDE also evaluated assigning points:

- using percent of a whole without the “collapsed ends” but schools with very high growth would not be recognized.
- based on five categories (“very low,” “low,” “typical,” “high,” and “very high”) but this would create “cliffs” at the boundaries.

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# Framework of Indicators

## HIGH SCHOOLS

### FRAMEWORK OF INDICATORS

65%

35%

#### Academic Achievement

30%

Performance Composite for English Language Arts and Math

#### Graduation Rate

15%

Adjusted Cohort Graduation Rate Composite

#### English Language Proficiency

10%

Progress in Achieving English Language Proficiency

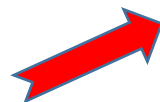
#### Readiness For Postsecondary Success

5%

On-Track in 9<sup>th</sup> grade

5%

Credit for Completion of a Well-Rounded Curriculum



#### School Quality/ Student Success

15%

Chronic Absenteeism

10%

Climate Survey

10%

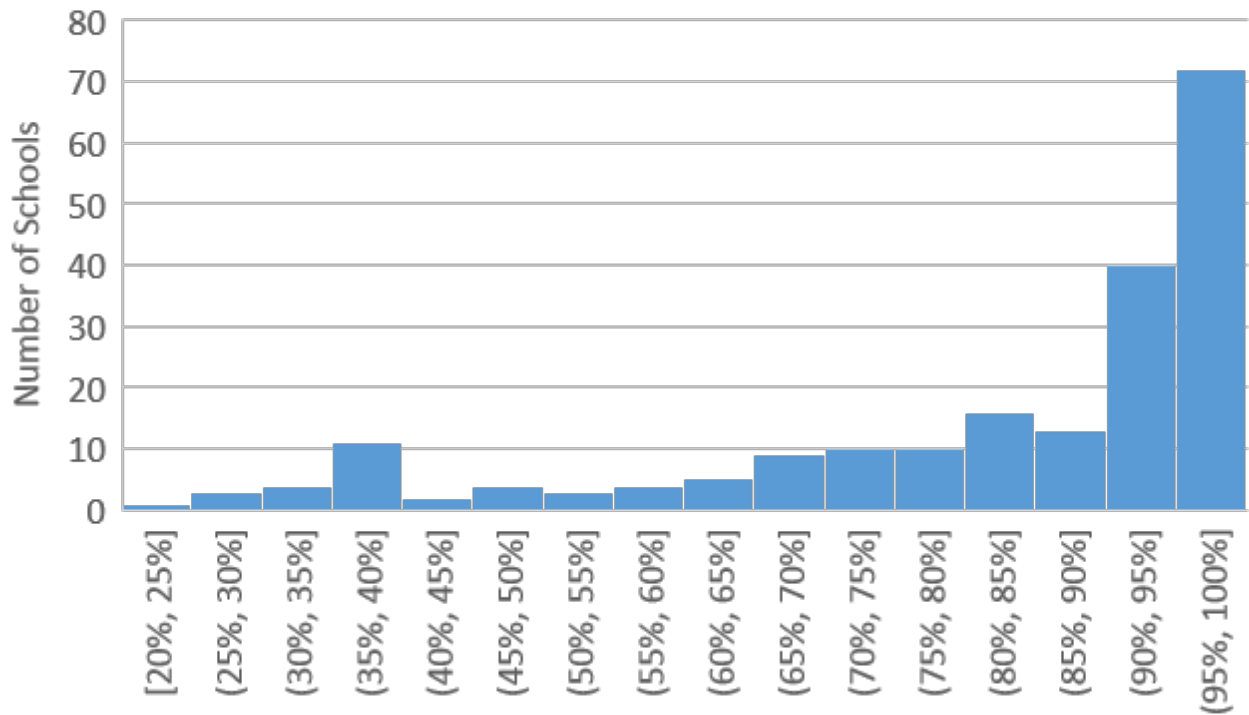
Opportunities/Access to a Well-Rounded Curriculum

Percent of high school completers with: 3+ AP, 4+ IB, SAT standard, ACT standard, dual enrollment credit, University System of Maryland entry requirements, Career and Technology Education (CTE) certification + concentration, CTE completers, youth apprenticeships, Armed Services Vocational Aptitude Battery (ASVAB), Seal of Biliteracy, students obtaining a certificate of program completion

# High School “Credit for”

## 2016-2017 data and recommendation for allocating points

Percent of students meeting "well-rounded" criteria, traditional high schools (2016)



Percent of high school completers earning "credit for" ...		Points
0.0	60.0	1
60.0	65.1	1.5
65.1	70.3	2
70.3	75.4	2.5
75.4	80.6	3
80.6	85.7	3.5
85.7	90.9	4
90.9	96.0	4.5
96.0	100.0	5

1	1.5	2	2.5	3	3.5	4	4.5	5
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Note: Present data does not include students completing apprenticeships, meeting the ASVAB standard, earning a Seal of Biliteracy, or meeting the standards for Certificate of Program Completion. Adding in the missing elements will increase the percentage of students meeting the standard and further skew the distribution. Data will be included for 2017-2018.

**Recommendation: Use assigned scores, with 60 and 96 percent as the minimum and maximum values and with even intervals between them.**

## **Rationale:**

- The method is similar to the method for allocating points for the chronic absenteeism indicator.
- The measure differentiates among schools, because the distribution is not drastically skewed.
- In a modified data set, graduation rate increases after “credit for” reaches 60 percent.

## **The MSDE also evaluated:**

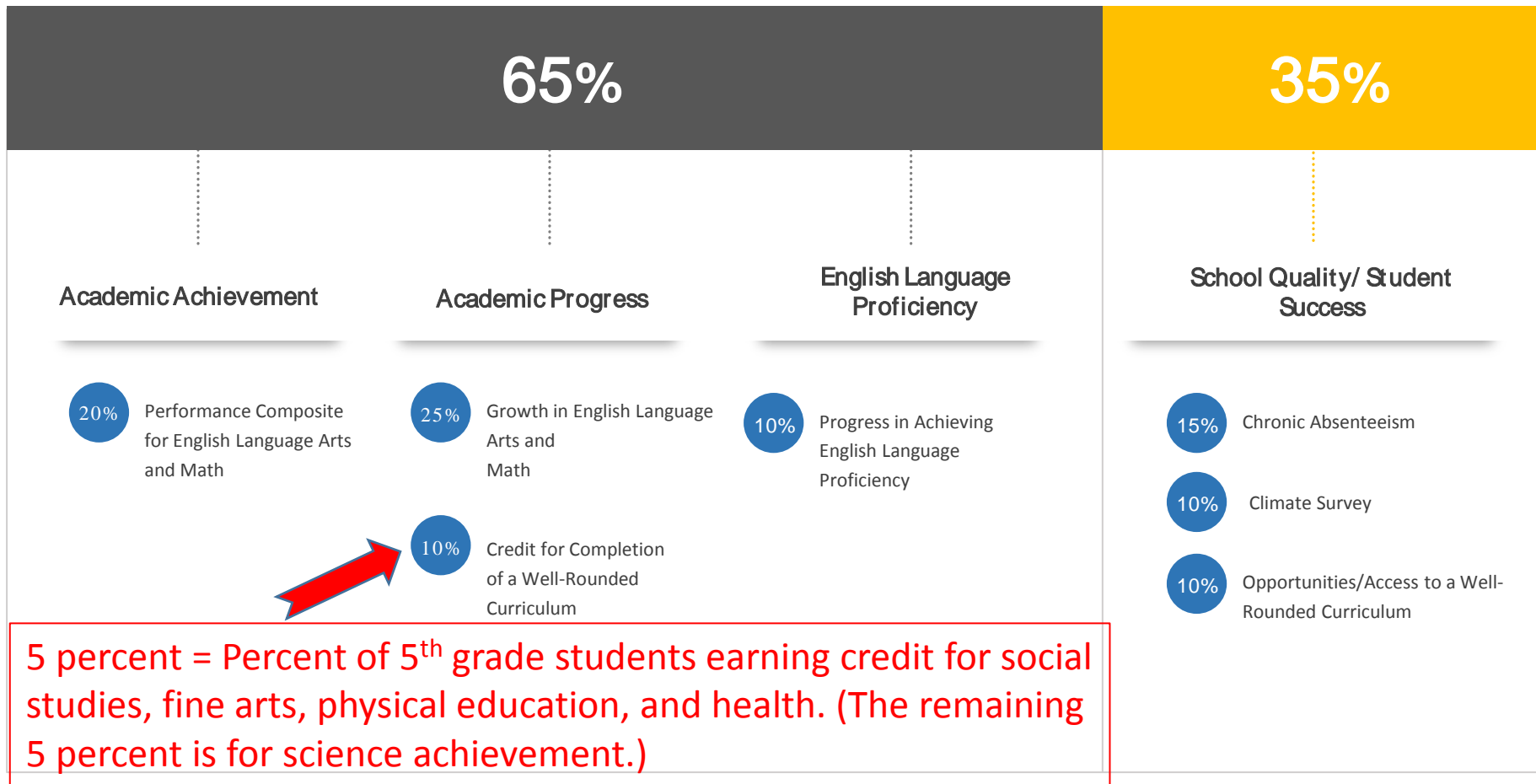
- assigning points by using percent of a whole but this would not align points with expected performance; and
- using percentile ranks to calculate this measure, but percentile ranks can vary drastically from year to year.

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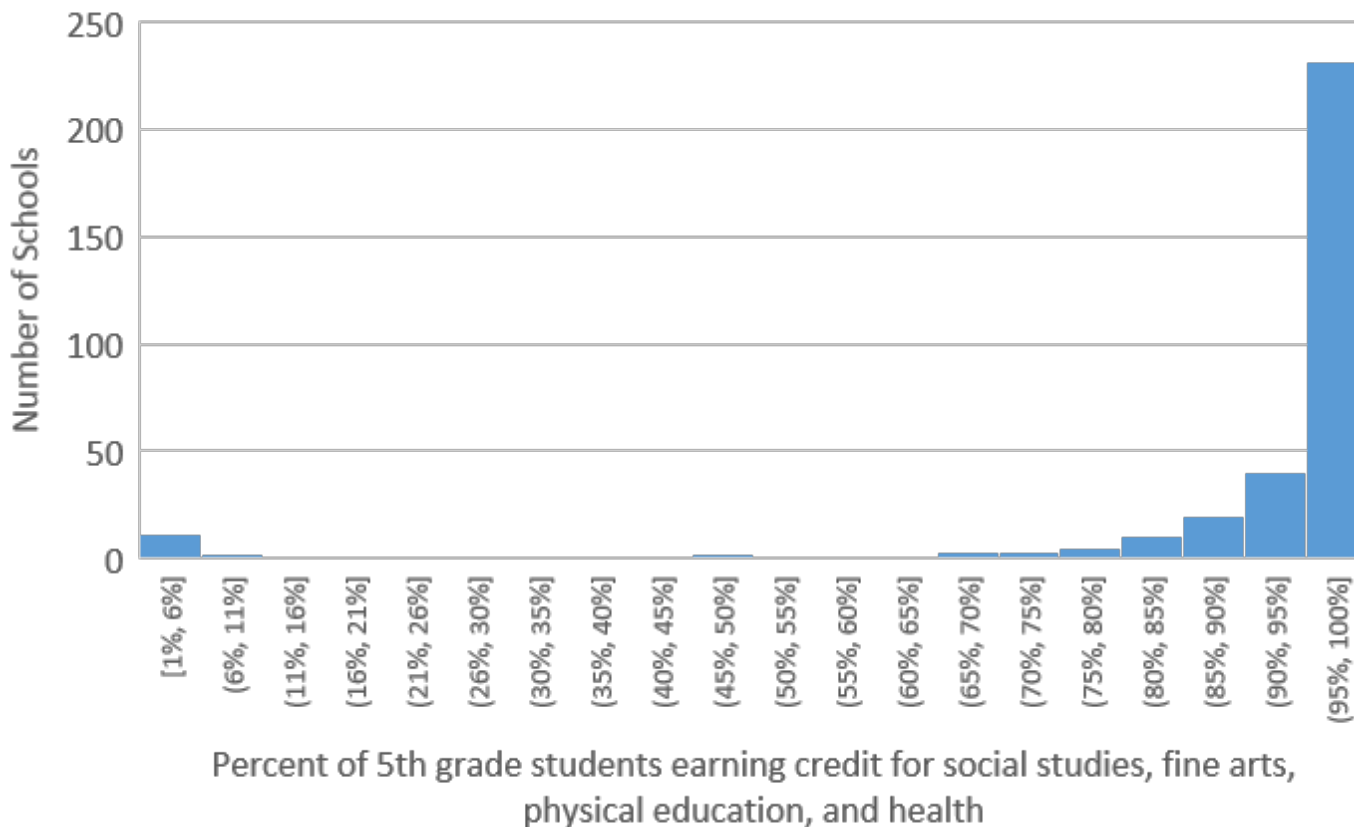
# ELEMENTARY and MIDDLE SCHOOLS

## FRAMEWORK OF INDICATORS



# Elementary School “Credit for”

## 2016-2017 data and recommendation for allocating points



**Most schools with available data had 90 percent or more of their students earning a credit for social studies, fine arts, physical education, and health.**

Data were available for approximately 300 of 900 elementary schools, because many elementary schools counted enrollment in general courses rather than subject-specific ones in 2016-2017. All schools will collect subject-specific course data in 2017-2018.



# Recommendation: Assign points using “percent of a whole”

(Ex: 80% of students earning “credit for” earns  $0.8 \times 5 = 4$  points)

## Rationale:

- The method is similar to the way points are assigned for the academic achievement indicator.
- The method sets the expectation that all schools should achieve 100 percent.
- Neither the distribution of the data, the comparison of the data to academic indicators, nor extant research support a methodology that requires setting cut points.

## The MSDE also evaluated using:

- assigning points to score this measure, but because there are no clear cut points, the assignments would be arbitrary. In addition, the extreme skew of the data would mean that high performance could result in a low score.
- percentile ranks to score this measure, but determined percentile ranks can vary drastically from year to year.

Points would be assigned using “percent of a whole” to all “access to” and “credit for” measures in elementary and middle schools.