



Mohammed Choudhury
State Superintendent of Schools

To: Members of the State Board of Education
From: Mohammed Choudhury, State Superintendent of Schools
Date: February 28, 2023
Subject: Maryland School Report Card Results

Purpose

The purpose of this item is to provide an overview of the Maryland School Report Card and highlight the results from SY 2021-2022 including the star rating of schools and accountability system school designations.

Background/Historical Perspective

With the Every Student Succeeds Act (ESSA), Maryland submitted a consolidated state plan detailing how the law will be implemented, including how it will hold schools accountable for student performance. The State plan was approved by the U.S. Department of Education in early 2018, and the first Maryland School Report Card was released later that year. The State released two years of report card school results (2017-2018 and 2018-2019) prior to the COVID-19 pandemic.

Recognizing the extraordinary circumstances from the COVID-19 pandemic the U.S. Department of Education granted Maryland waivers from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. The release of the accountability results from SY 2021-2022 is the third year of Maryland School Report Cards and star ratings.

Executive Summary

The presentation will provide information on the following:

- Review of ESSA Accountability System and one-year changes due to the COVID-19 pandemic;
- Overview of the Maryland School Report Card;
- Summary of the SY 2021-2022 results and the star ratings of schools;
- Summary of the accountability system school designations including Comprehensive School Improvement (CSI) and Additional Targeted Support and Improvement (TSI) schools; and
- Timeline for the release of the results on the Maryland School Report Card.

Action

No action is required; this information is for discussion only.

Maryland School Report Cards


MARYLAND STATE BOARD OF EDUCATION | February 28, 2023

Presented By | Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability and Performance Reporting



PRESENTATION OUTLINE

1. Maryland School Report Card Overview
2. Maryland School Report Card Results - Preliminary
3. Accountability System School Classification Results - Preliminary
4. Timeline for Publication of School Report Cards

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1. Maryland School Report Card Overview
 2. Maryland School Report Card Results-Preliminary
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 4. Timeline for Publication of School Report Cards

Maryland School Report Card Overview

Maryland provides school report cards annually based on the Maryland ESSA comprehensive state plan.

The Every Student Succeeds Act (ESSA) Accountability System and School Report Cards

- With the Every Student Succeeds Act (ESSA), signed into law in 2015, each state submitted a consolidated state plan detailing how a state will hold schools accountable for student performance.
- Parents, teachers, principals, superintendents, community leaders, advocacy groups, the State Board of Education and MSDE staff worked together to create **an accountability system that measured relevant, actionable aspects of school performance.**
- The State plan was approved by the U.S. Department of Education in early 2018, and the first Maryland School Report Card was released later that year.
- **The State released two years of report card school results (2017-2018 and 2018-2019) prior to the pandemic and the pause in accountability.**

The US Department of Education Provides States Flexibility for SY 2021-2022

The US Department of Education provides states flexibility in accountability systems when publishing school report cards for SY 2021-2022.

- The US Department of Education provided a streamlined process for states to **request temporary, non-binding changes to their approved ESSA State plan accountability system.**
- **Maryland received an approved addendum to the ESSA State plan in December 2022.**
- The addendum is not a formal amendment of a state's ESSA state plan and does not change the required indicators or the need to amend the ESSA plan in the future should modifications be necessary.

What changes have been made to the SY 2021-2022 School Report Cards?

Adjustments to the accountability system and school report cards is needed due to missing data and data limitations from SY 2019-2020 and SY 2020-2021 due to the COVID-19 pandemic.

Maryland has secured through the addendum, **one-year adjustments that include:**

- Adjustment to Growth measure in the Academic Progress Indicator
- Adjustment to Chronic Absenteeism measure in the School Quality and Student Success Indicator
- Adjustment to interim and long- term targets

Why Accountability System and School Report Cards

Accountability systems and school report cards provide valuable information on the performance of students in a school and key measures and indicators. Differentiating schools provide opportunities to better target resources to accelerate learning for all students in Maryland.

Accountability system indicators and measure considerations:

- **Accountability system measures should be actionable** with results schools have control over, e.g. schools did not have control over COVID-19 cases or quarantining rules.
- **Accountability system measures should differentiate between schools**, i.e. there should be a range of scores within a given measure.
- **Accountability system measures should be statewide, valid and reliable.**

How are Accountability System results reported on a School Report Card?

The Maryland accountability system is based on 100 total possible points with schools awarded stars based on the percent of total earned points out of their possible points.

1. Total earned percent

- Each school’s total earned points, divided by its total possible points
- Ex: If a school earned 55 points out of a possible 85 points, its total earned percent is 55/85 or 65%.

2. Awarded stars

- Each school will be awarded stars based on its total earned percent.
- Ex: If a school earned 65% of the total possible points, it will receive four stars.

3. Percentile rank

- Each school will receive a percentile rank, comparing its performance to all other Maryland schools of the same level (elementary, middle, or high).
- Ex: About 77 percent of Maryland elementary schools earned less than 65% percent of their total possible points. An elementary school with a total earned percent of 65% is in the 77th percentile—it performed better than 77 percent of Maryland elementary schools.

| Awarded Stars | Total Earned Percent |
|---------------|----------------------------------|
| ★★★★★ | 75% or greater |
| ★★★★ | 60% or greater and less than 75% |
| ★★★ | 45% or greater and less than 60% |
| ★★ | 30% or greater and less than 45% |
| ★ | Less than 30% |

Maryland School Report Card: Overview

- Each school's results on the Maryland accountability system are compiled and reported on the Maryland Report Card website.
- The Maryland School Report Card has disaggregated data showing how each student group performed.
- The Maryland Report Card website and the School Report Cards are designed to spark conversation, ideas, and solutions for Maryland schools.



Maryland Report Card: How Did My School Do Overall?

- An overall summary is provided for each indicator and includes the **possible points** and the **earned points**.
- Any indicator having an **annual target** has an icon to show if targets have been met.
- **Improvement** from prior report card (SY 2018-2019) is provided by indicator.
- The overall **total earned points percent** provides a final result for the school.

HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
|--|-----------------|----------------|---------------|-------------|
| Academic Achievement | 20.0 | 13.2 | ✘ | ✘ |
| Academic Progress | 35.0 | 30.0 | na | ✘ |
| Progress in Achieving English Language Proficiency | na | na | na | na |
| School Quality and Student Success | 35.0 | 29.1 | na | ✘ |
| TOTAL POINTS: | 90.0 | 72.3 | | |

Total Earned Points: **72.3**

Total Points Possible: **90.0**

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80%

TOTAL EARNED PERCENT

* Earned points may not equal total points due to rounding. ✔=Met ✘=Not Met

Maryland Report Card: How Did Students Perform on State Tests?

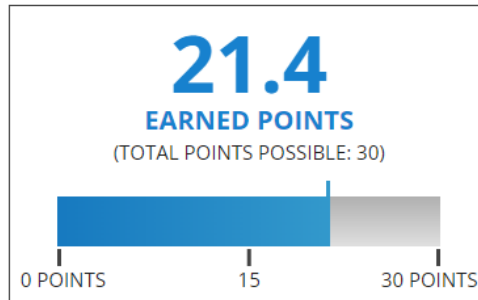
The academic achievement indicator has four measures. There are a total of 20 possible points for elementary and middle schools and 30 possible points for high schools.

- This indicator describes student performance on state tests in **English language arts and math**.
- The indicator includes the percent of students scoring proficient or higher on state standardized English language arts and math tests.
- The indicator also reports on the average performance level of students on state English language arts and math tests.

ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring “proficient” or higher on state tests in Math and English Language Arts, and the average performance level of students on state tests.



| MEASURE | RESULTS | EARNED POINTS* |
|---|---------|------------------------------|
| Percent Proficient Mathematics | 68.1% | 5.1 out of 7.5 |
| Percent Proficient English Language Arts | 75.5% | 5.7 out of 7.5 |
| Average Performance Level Mathematics | 3.2 | 4.8 out of 7.5 |
| Average Performance Level English Language Arts | 3.9 | 5.9 out of 7.5 |
| | | 21.4 EARNED POINTS |

Maryland Report Card: How did students perform on other academic and growth measures?

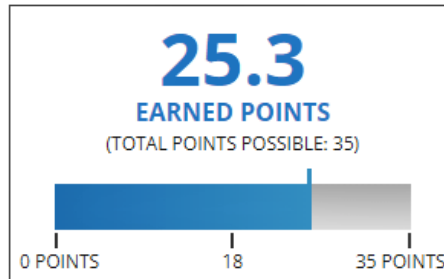
The academic progress indicator is for elementary and middle schools. There are 35 total possible points for elementary schools and 31.5 possible points for middle schools.

- This indicator includes a **growth measure** which provides information on how student performance has changed as compared to prior year on state standardized tests in English language arts and math.
- This indicator includes the percent of students earning **credit in core coursework**.
- For middle schools the indicator also includes student performance on the state **science test**.

ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on Math and English language arts state tests, and on earning credit for a well rounded curriculum.



| MEASURE | RESULTS | EARNED POINTS* |
|--------------------------------------|---------|-----------------|
| Percent Proficient Science | 35% | 1.8 out of 5.0 |
| Student Growth Mathematics | 60 | 8.5 out of 12.5 |
| Student Growth English Language Arts | 67 | 10 out of 12.5 |
| Credit for Well Rounded Curriculum | 100% | 5 out of 5.0 |

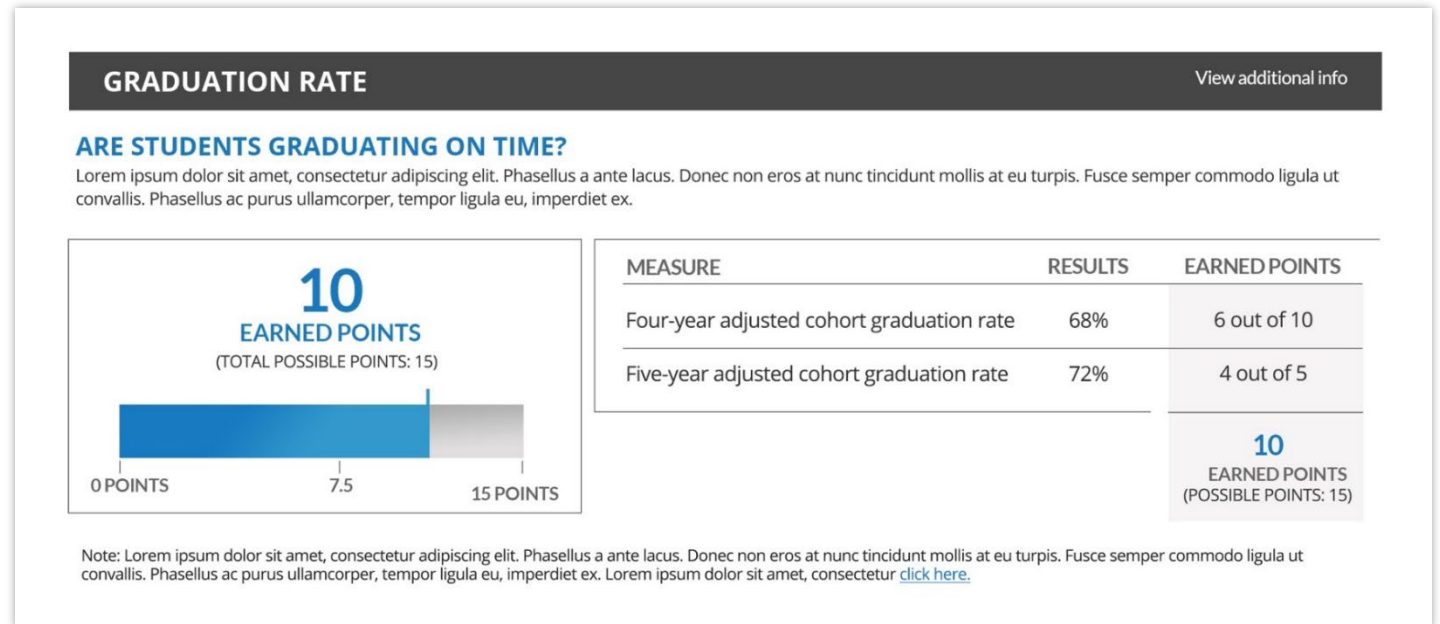
25.3
EARNED POINTS

➤ Growth Measure for SY 2021-2022 includes a one-year adjustment

Maryland Report Card: Are Students Graduating on Time?

The graduation rate indicator is for high schools and includes two measures for a total of 15 possible points.

- The **four-year adjusted cohort graduation rate** is the percent of a school’s cohort of first-time 9th grade students in a school year who graduate in four years with a regular high school diploma.
- The **five-year adjusted cohort graduation rate** is calculated similarly and examines students who graduate with a high school diploma after five years.



Maryland Report Card: Are English Learners making progress towards English language proficiency

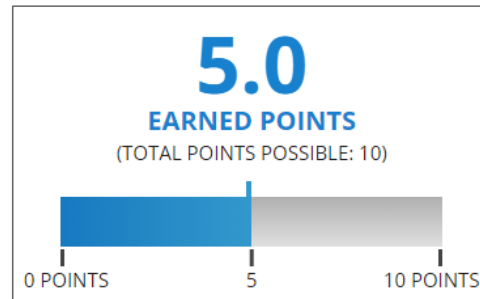
The progress towards English language proficiency indicator has one measure for a total of 10 possible points. All elementary, middle and high schools meeting the minimum number of students will have results for this indicator.

- The Progress in Achieving English Language Proficiency indicator describes the percent of students identified as English learners on track toward English language proficiency.

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The Progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.



| MEASURE | RESULTS | EARNED POINTS* |
|---|---------|-----------------------------|
| English learners making progress towards learning English | 50% | 5 out of 10.0 |
| | | 5.0 EARNED POINTS |

Maryland Report Card: How Many Students are On-Track for Success After High School?

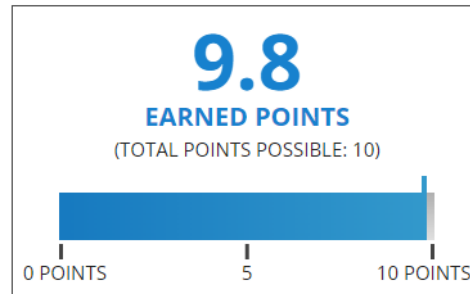
The readiness for post-secondary success indicator is for high schools and has two measures for a total of 10 possible points.

- The **On-track in 9th Grade** measure describes the percent of ninth grade students who earn at least four credits in any of the following: English language arts, mathematics, science, social studies, or world languages.
- The **Credit for Completion of a Well-Rounded Curriculum** measure is the percent of students completing high school and earning credit for achieving a series of academic benchmarks.

READINESS FOR POST-SECONDARY SUCCESS

HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.



| MEASURE | RESULTS | EARNED POINTS* |
|--|---------|-----------------------------|
| Credit for Well Rounded Curriculum | 98.3% | 5 out of 5.0 |
| On track in ninth grade for graduation | 96.1% | 4.8 out of 5.0 |
| | | 9.8 EARNED POINTS |

Maryland Report Card: What is the Quality of the School Environment?

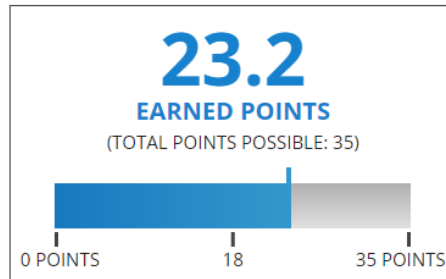
The School Quality and Student Success indicator has three measures for a total of 35 possible points.

- Chronic absenteeism measures the percent of students that are NOT chronically absent.
- The School Survey asks about student engagement, interactions with others at the school, the physical and instructional environment and school safety.
 - Students: Possible points out of 7
 - Educators: Possible points out of 3
- Access to a Well-Rounded Curriculum provides information on how well a school is providing access to courses such as fine arts, PE, health or in high school access to more rigorous courses.

SCHOOL QUALITY AND STUDENT SUCCESS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.



| MEASURE | RESULTS | EARNED POINTS* |
|-----------------------------------|---------|------------------------------|
| Students not chronically absent | 81.4% | 9.5 out of 15.0 |
| School Survey - Student | 4.2 | 2.9 out of 7.0 |
| School Survey - Educator | 7.7 | 2.3 out of 3.0 |
| Access to Well Rounded Curriculum | 84.8% | 8.5 out of 10.0 |
| | | 23.2 EARNED POINTS |


➤ Chronic Absenteeism for SY 2021-2022 includes a one-year adjustment

Additional Accountability data available for school report cards

Each school will have a school report card which includes a star rating, percentile rank, and total earned points percent.

School Report Card data also includes:

- Student group disaggregation of report card indicators
- Equity information, calculated as the gap between students in each student group and not in each student group
- Progress towards meeting targets to close achievement gaps
- Improvement from prior report card

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1. Maryland School Report Card Overview
 2. **Maryland School Report Card Results-Preliminary**
 3. Accountability System School Classification Results-Preliminary
 4. Timeline for Publication of School Report Cards

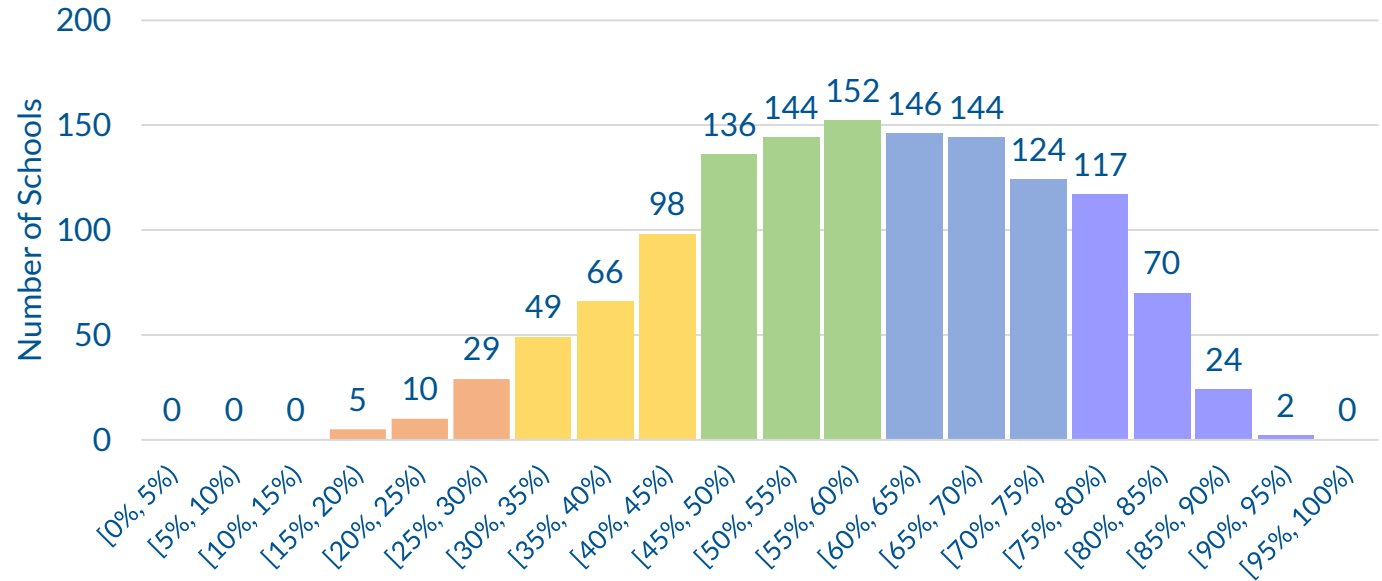
Maryland School Report Card Results-Preliminary

Final Maryland School Report Card results for the 2021-2022 school year will be published on March 9th.

Star Ratings by School Type

Across all school types, 48% of schools earned a star rating of 4 or 5. Over 75% of schools earned a star rating of 3, 4, or 5.

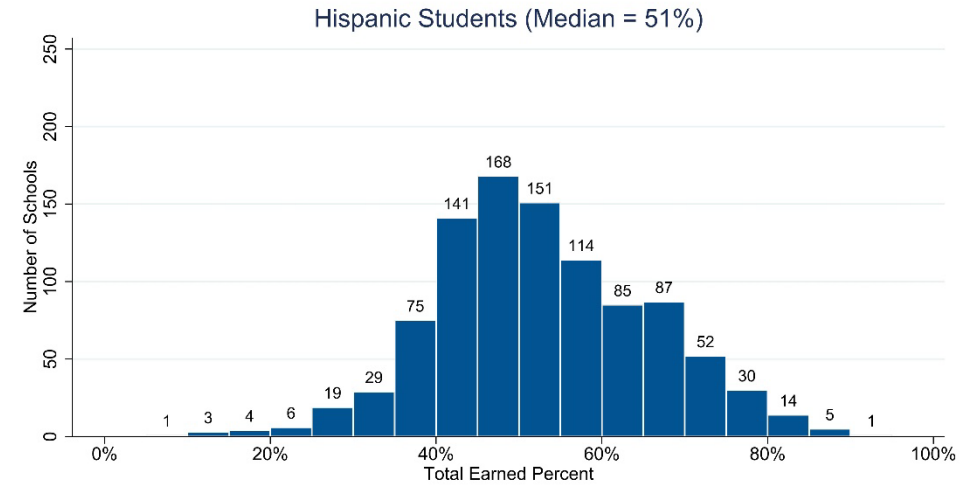
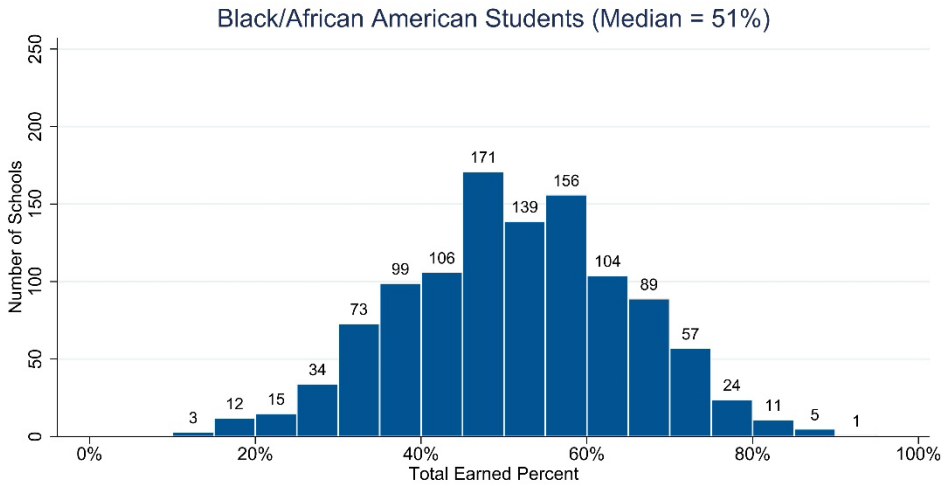
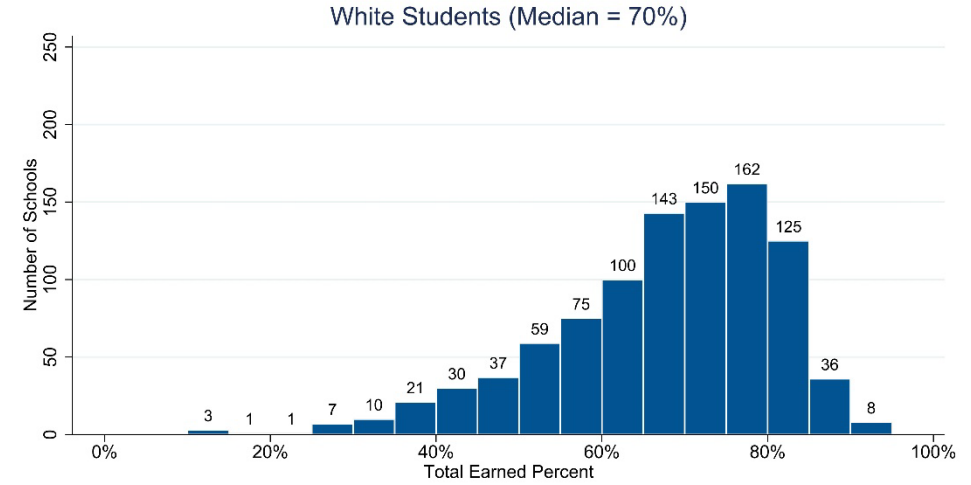
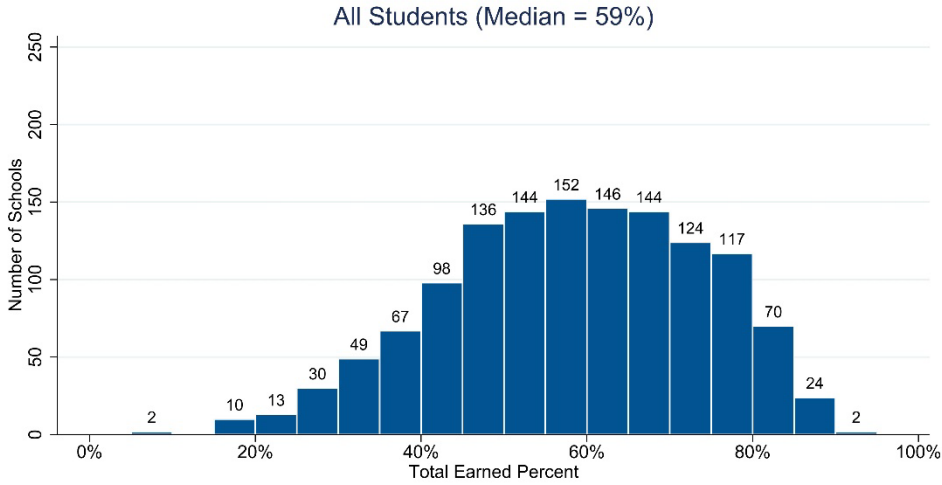
Total Earned Percent, All Schools 2021-2022



| | | ALL SCHOOLS | ELEMENTARY | MIDDLE | HIGH | COMBINED |
|----------------------------------|---------------|-------------|------------|----------|----------|----------|
| Total Earned Percent | Awarded Stars | N (%) | N (%) | N (%) | N (%) | N (%) |
| Less than 30% | ★ | 44 (3%) | 7 (1%) | 8 (4%) | 6 (3%) | 23 (18%) |
| 30% or greater and less than 45% | ★★ | 213 (16%) | 85 (11%) | 47 (22%) | 35 (17%) | 46 (36%) |
| 45% or greater and less than 60% | ★★★ | 432 (33%) | 247 (32%) | 83 (39%) | 76 (37%) | 26 (20%) |
| 60% or greater and less than 75% | ★★★★ | 414 (32%) | 257 (33%) | 60 (28%) | 69 (34%) | 28 (22%) |
| 75% or greater | ★★★★★ | 213 (16%) | 173 (22%) | 16 (7%) | 18 (9%) | 6 (5%) |

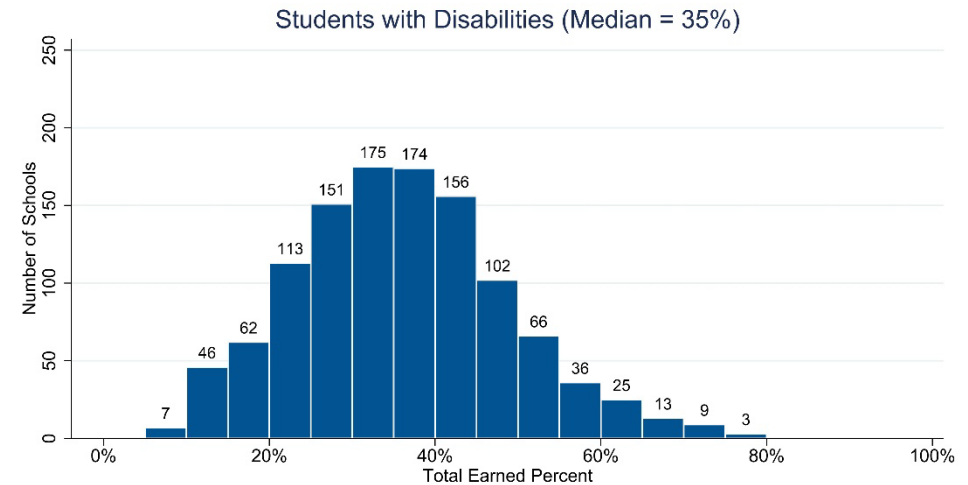
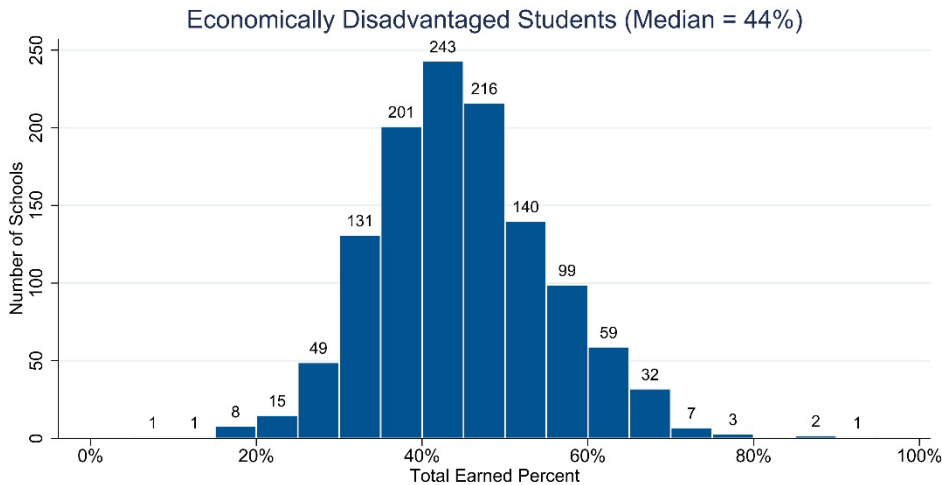
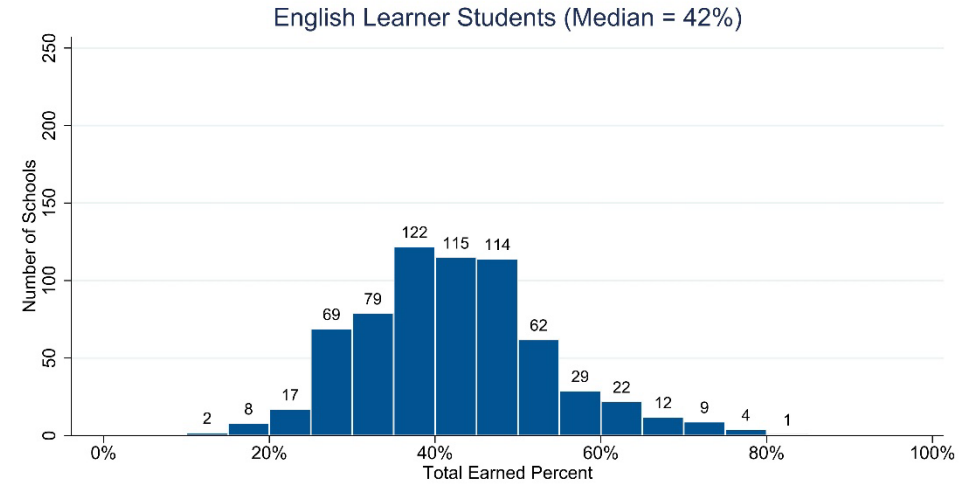
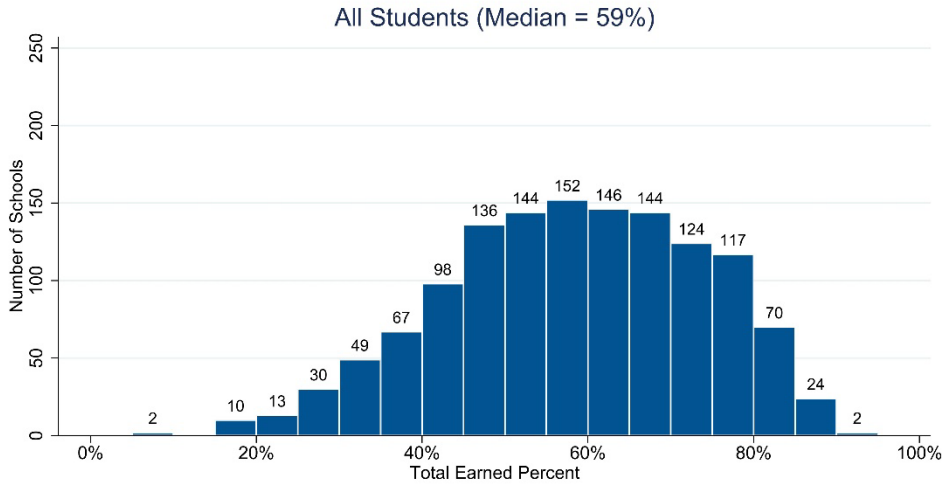
Report Card Results by Race/Ethnicity

Report card results are provided by race/ethnicity. Both Black/African American and Hispanic student group data show lower results as compared to the White student group and all students.



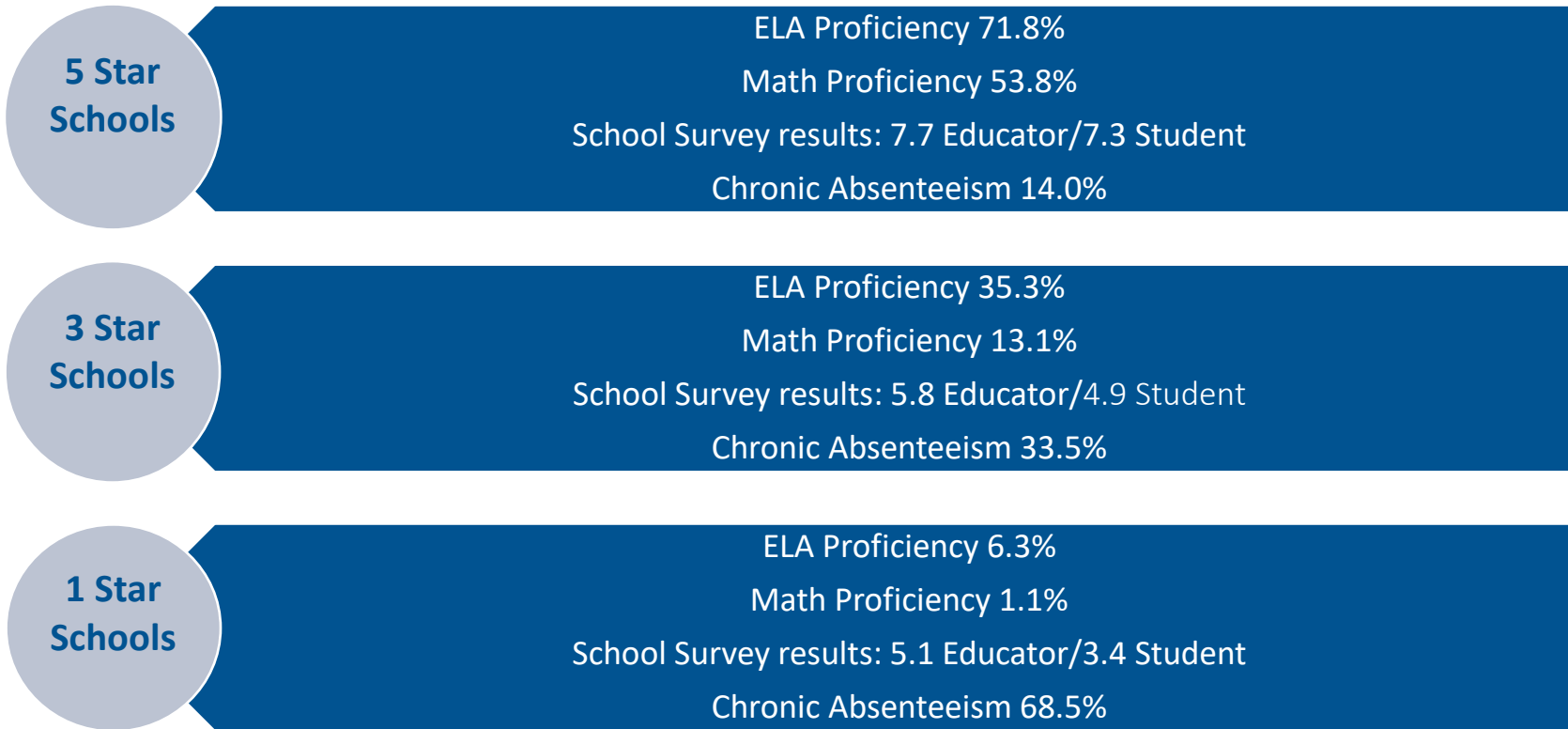
Report Card Results by Student Group

Report card results by student group show that English learner, economically disadvantaged and students with disability student groups perform lower than all students.



How do school outcomes differ by star ratings?

On average, schools with lower star ratings have lower achievement results, less favorable school survey scores, and higher chronic absenteeism rates.



How Many Schools Changed Star Ratings from 2019?

Most schools had the same star rating as 2019. Of the schools that changed star ratings, more than twice as many had a lower star rating as had a higher rating.

| | | 2022 | | | | | |
|------|-------|------|-----|-----|-----|-----|-------|
| | | 1 | 2 | 3 | 4 | 5 | Total |
| 2019 | 1 | 10 | 5 | 1 | 0 | 0 | 16 |
| | 2 | 23 | 90 | 12 | 1 | 0 | 126 |
| | 3 | 4 | 112 | 273 | 43 | 1 | 433 |
| | 4 | 0 | 5 | 143 | 307 | 79 | 534 |
| | 5 | 0 | 0 | 0 | 58 | 131 | 189 |
| | Total | 37 | 212 | 429 | 409 | 211 | 1,298 |


| Change from 2019 | Number of Schools | Percent of Schools |
|------------------|-------------------|--------------------|
| + two stars | 3 | 0.2% |
| + one star | 139 | 11% |
| No change | 811 | 62.5% |
| - one star | 336 | 25.9% |
| - two stars | 9 | 0.7% |

Note: Counts are based on schools with a star rating in both 2019 and 2022.

Distribution of Stars, All School Types by LEA

- The SY 2021-2022 School Report Card results vary across Local Education Agencies.
- **All Local Education Agencies have at least 1 school having a star rating of four or five.**
- There were **20 LEAs having schools that improved from three stars to four or five stars.**
- There are 14 LEAs having schools with a one or two star school.

| | NUMBER OF SCHOOLS* | | | | |
|------------------------|--------------------|----|----|----|----|
| | 1★ | 2★ | 3★ | 4★ | 5★ |
| Allegany County | | 2 | 8 | 7 | 5 |
| Anne Arundel County | 4 | 4 | 41 | 41 | 28 |
| Baltimore County | 7 | 33 | 63 | 38 | 21 |
| Calvert County | | | 5 | 13 | 4 |
| Caroline County | | | 6 | 3 | |
| Carroll County | | | 6 | 21 | 10 |
| Cecil County | | 1 | 15 | 9 | 3 |
| Charles County | | 5 | 19 | 13 | |
| Dorchester County | 1 | 4 | 3 | 3 | |
| Frederick County | | | 15 | 38 | 10 |
| Garrett County | | | | 9 | 3 |
| Harford County | 1 | 5 | 14 | 16 | 18 |
| Howard County | | 3 | 21 | 23 | 28 |
| Kent County | | | 3 | 2 | |
| Montgomery County | | 15 | 64 | 65 | 53 |
| Prince George's County | 1 | 53 | 92 | 38 | 9 |
| Queen Anne's County | | | 1 | 7 | 4 |
| Saint Mary's County | | 1 | 4 | 17 | 4 |
| Somerset County | | 2 | 3 | 1 | |
| Talbot County | | | 3 | 4 | 1 |
| Washington County | | | 9 | 21 | 10 |
| Wicomico County | 1 | 2 | 9 | 7 | |
| Worcester County | | | 1 | 8 | 1 |
| Baltimore City | 29 | 83 | 26 | 10 | 1 |

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 3. **Accountability System School Classification Results-Preliminary**
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Accountability System School Classification Results-Preliminary

Maryland identifies schools for comprehensive or targeted supports based on the results from the accountability system.

Maryland School Identification Overview

- US Department of Education is requiring that states newly identify schools for Comprehensive and Additional Targeted School Improvement based on Accountability System results from SY 2021-2022.
- Assessments and accountability requirements were **waived in SY 2019-2020** due to COVID-19.
- Due to waivers **school identification designations have continued** since first identified in SY 2018-2019.
- The **criteria for school identification will remain unchanged** and use all indicators in the accountability system.
- Schools will be **eligible for exit from school identification designations** with accountability system results from SY 2021-2022.

Comprehensive School Improvement (CSI) Schools: Identification

Comprehensive School Improvement Schools are identified every 3 years. Schools may be identified as Lowest Performing or Low Graduation Rate. Some schools may be identified as both.

Cohort 2 Lowest Performing Schools:

- A total of 28 schools are identified SY 2022-2023 as lowest performing CSI schools.
- Schools identified include 5 elementary (E), 7 middle (M), 1 high (H), 14 combined EM, and 1 combined MH.

Cohort 2 Low Graduation Rate:

- There are 19 high schools that are identified as having a graduation rate where 2/3 of their students do not graduate within 4 years.

| Comprehensive School Improvement (CSI) Schools | Cohort 1 SY 2018-2019 | Cohort 2 SY 2022-2023 |
|--|-----------------------|-----------------------|
| Lowest Performing Schools Not less than the lowest-performing five percent of schools in the State participating in Title I. | 21 schools | 28 schools |
| Low Graduation Rate All public high schools in the State failing to graduate one third or more of their students. | 16 schools | 19 schools |
| Total CSI Schools | 37 schools | 47 schools |

Note: School identification Year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022. Only CSI schools that are open in SY 2022-2023 included.

What does a newly identified CSI school in SY 2022-2023 need to accomplish to exit?

CSI schools are identified for a 3-year cycle with the next opportunity to exit in SY 2025-2026. To exit, a low performing CSI school will need to meet targets for all students, demonstrate progress and no longer be in the bottom 5% of schools. A CSI low graduation rate school must graduate greater than 2/3 of their high school students.

School A

Low Performing CSI: Identified
1 Star School

Total Earned Points Percent
26.5%

- ELA Proficiency...20.3%
- Math Proficiency...2.5%
- Not Chronically Absent...48.9%
- Progress toward English language proficiency...0%



School A

Low Performing CSI: Exit
2 Star School

Total Earned Points Percent
35%

- ELA Proficiency...46%
- Math Proficiency...26%
- Not Chronically Absent...74%
- Progress toward English language proficiency...25%

School A will meet that goal by accomplishing the following over 3 years:

- ✓ Increase ELA proficiency by 26%
- ✓ Increase Math proficiency by 24%
- ✓ Improve not chronically absent measure from 49% to 74%
- ✓ Improve the progress for English learners to 25% for students on track for English language proficiency.

A cohort 2 school will have 3 years to demonstrate progress and be eligible to exit in SY 2026-2027.

What does a newly identified CSI school in SY 2022-2023 need to accomplish to exit?

CSI schools are identified for a 3-year cycle with the next opportunity to exit in SY 2025-2026. To exit, a low performing CSI school will need to meet targets for all students, demonstrate progress and no longer be in the bottom 5% of schools. A CSI low graduation rate school must graduate greater than 2/3 of their high school students.

School B
 Low Performing CSI: Identified
 1 Star Rating

Total Earned Points Percent
 21.9%

- ELA Proficiency...22.1%
- Math Proficiency...5.0%
- Not Chronically Absent...59.0%
- Science...20.1%



School B
 Low Performing CSI: Exit
 2 Star Rating

Total Earned Points Percent
 30.1%

- ELA Proficiency...30%
- Math Proficiency...25%
- Not Chronically Absent...75%
- Science...30%

School B will meet that goal by accomplishing the following over 3 years:

- ✓ Increase ELA proficiency by 8%
- ✓ Increase Math proficiency by 20%
- ✓ Improve not chronically absent measure from 59% to 75%
- ✓ Increase Science proficiency by 10%

A cohort 2 school will have 3 years to demonstrate progress and be eligible to exit in SY 2026-2027.

Comprehensive School Improvement (CSI) Schools: Exiting

To exit the Cohort 1, a lowest performing CSI school needs to meet annual targets, and no longer be in the bottom 5% of schools. A CSI low graduation rate school must graduate greater than 2/3 of their high school students.

Cohort 1 Lowest Performing Schools:

- Of the 21 schools that were identified in Cohort 1, 4 schools are no longer in the bottom 5% of Title I schools and have met annual target criteria.

Low Graduation Rate

- Of the 16 schools that were identified in Cohort 1, 5 schools now graduate more than 2/3 of their students.

| Lowest Performing Schools (CSI) Not less than the lowest-performing five percent of schools in the State participating in Title I. | Cohort 1 <u>SY 2018-2019</u> 21 schools | 17 schools from Cohort 1 continue into Cohort 2 in the lowest performing 5% of Title I schools |
|--|---|--|
| Low Graduation Rate (CSI) All public high schools in the State failing to graduate one third or more of their students. | Cohort 1 <u>SY 2018-2019</u> 16 schools | 11 schools from Cohort 1 continue into Cohort 2 graduating less than 2/3 of their students |

Note: School identification Year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022. Only CSI schools that are open in SY 2022-2023 included.

Additional Targeted School Improvement (TSI) Schools: Identification

Additional Targeted School Improvement (TSI) Schools are identified every 3 years, and all schools regardless of Title I status may be identified. Schools are identified if they have at least 1 student group performing as low as the lowest performing 5% of Title I schools.

Cohort 2 Low-Performing Student Group:

- There are 442 schools that are identified as low-performing student group schools in SY 2022-2023.
- Over half of the 376 schools (63%) from Cohort 1 continue to have at least 1 student group performing as low as the lowest performing Title 1 schools.

| Additional Targeted School Improvement (TSI) Schools | Cohort 1 SY 2018- 2019 | Cohort 2 SY 2022- 2023 |
|---|------------------------------|------------------------------|
| Low-Performing Student Group Schools where one or more student group(s) is performing the same or worse than the lowest performing five percent of Title I schools. | 376 schools | 442 schools |

Note: School identification Year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022. CSI schools are excluded from the count of additional TSI schools.

Chronically Low-Performing Student Group: Identification


The chronically low-performing student group will be identified for the first time SY 2022-2023. Any Title I additional targeted school improvement (TSI) school that does not exit from Cohort I will be part of the Cohort I of the CSI chronically low-performing student group.

Chronically Low-Performing Student Group

- There are 154 Title I schools from Cohort I that were identified again in Cohort 2.
- A total of 112 of the Title I schools were identified for the same student group and will be identified as having a chronically low-performing student group.

| Additional Targeted School Improvement (TSI) Low-Performing Student Group Schools where one or more student group(s) is performing the same or worse than the lowest performing five percent of Title I schools. | Cohort 1 <u>SY 2018-2019</u> 376 schools |
|--|--|
| Chronically Low-Performing Student Group (CSI) Any Title I school identified for targeted support and improvement for a low-performing student group that did not exit. | Cohort 1 <u>SY 2022-2023</u> 112 schools |

School identification Year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022. CSI schools are excluded from the count of additional TSI schools.

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1. Maryland School Report Card Overview
 2. Maryland School Report Card Results-Preliminary
 3. Accountability System School Classification Results-Preliminary
 4. **Timeline for Publication of School Report Cards**

Timeline for Publication of School Report Cards

The Maryland School Report Cards will be published on the Maryland Report Card Website mdreportcard.org March 9th.

Timeline

Maryland will be releasing SY 2021-2022 School Report Card data on the Maryland Report Card website (mdreportcard.org) on March 9, 2023.

| Report Card Website Data Releases | | Available Feb | Available Mar |
|---|---|---------------|---------------|
| Accountability | Maryland School Report Card | | X |
| | School data downloads | | X |
| | School Report Card Details (Disaggregation by student groups) | | X |
| | Annual Targets | | X |
| | Equity | | X |
| | School Identification (CSI/TSI) | | X |
| | Analysis tools (Comparison to like schools) | | X |
| Additional ESSA Required Reporting | Cohort Graduation Rate SY 2021-2022 | X | |


Publicly available on March 9, 2023



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Please select which Data you would like to view:

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View District Data

Select a County

View Your School Report Card

Search for School by Name or ID

[View Schools List](#)

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

Maryland Report Card: Technical Assistance and LEA Support

Local Accountability Coordinators

- February 7
- February 14
- February 16
- February 21

Assistant Superintendents

- February 8

LEA Public Information Officers

- Early March

Publicly Available Material on mdreportcard.org

- Maryland Report Card User Guide
- Report Card Overview
- Elementary School Calculations at a glance
- Middle School Calculations at a glance
- High School Calculations at a glance

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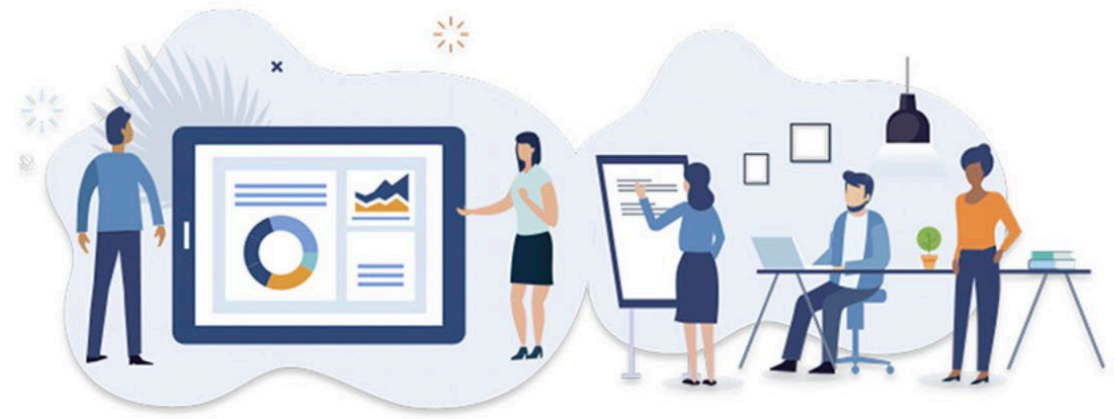
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Division of Assessment, Accountability and Performance Reporting

November 2022 Performance Reporting Newsletter



This Month in Performance Reporting