TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: July 24, 2018

SUBJECT: Every Student Succeeds Act (ESSA) Update

PURPOSE:

To provide an update on the implementation of Maryland's Every Student Succeeds Act (ESSA) Consolidated State Plan. This update will focus on how the Maryland State Department of Education (MSDE) will incorporated equity into the accountability system.

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 was further amended on May 23, 2018 with the revised English Learner exit criteria. The Plan is to be implemented in the 2018-2019 school year.

EXECUTIVE SUMMARY:

The ESSA requires that a state's system of annual meaningful differentiation be based on all indicators in the accountability system and for all students and for each student group (ESEA 1111(c)(4)(C)). The MSDE clearly states in the plan that: "The MSDE has a strong commitment to equity, as described in its guiding principles: a school cannot succeed if all its students do not succeed. The 'all student' and all student groups will be included in the accountability system as required. Each indicator and measure will be disaggregated and reported for every student group. In addition, student group performance will be included in the differentiation/identification of schools for intervention."

ACTION:

No action is necessary, for discussion only.

Every Student Succeeds Act (ESSA) Implementation Update

MARYLAND STATE DEPARTMENT OF
EDUCATION

EQUITY AND **EXCELLENCE**
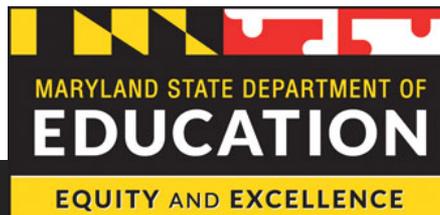
STATE BOARD MEETING

July 24, 2018

ESSA Implementation Update

1. Equity requirements
2. Other states' methods
3. Equity in Maryland

Equity in Maryland's ESSA Plan

"A school can not excel unless all its students excel"

- All schools will receive student data for all student groups

- Student group performance will be reported on the report cards

- Student group performance will be used to determine Comprehensive Support and Improvement (CSI) Schools and Targeted Support and Improvement (TSI) Schools
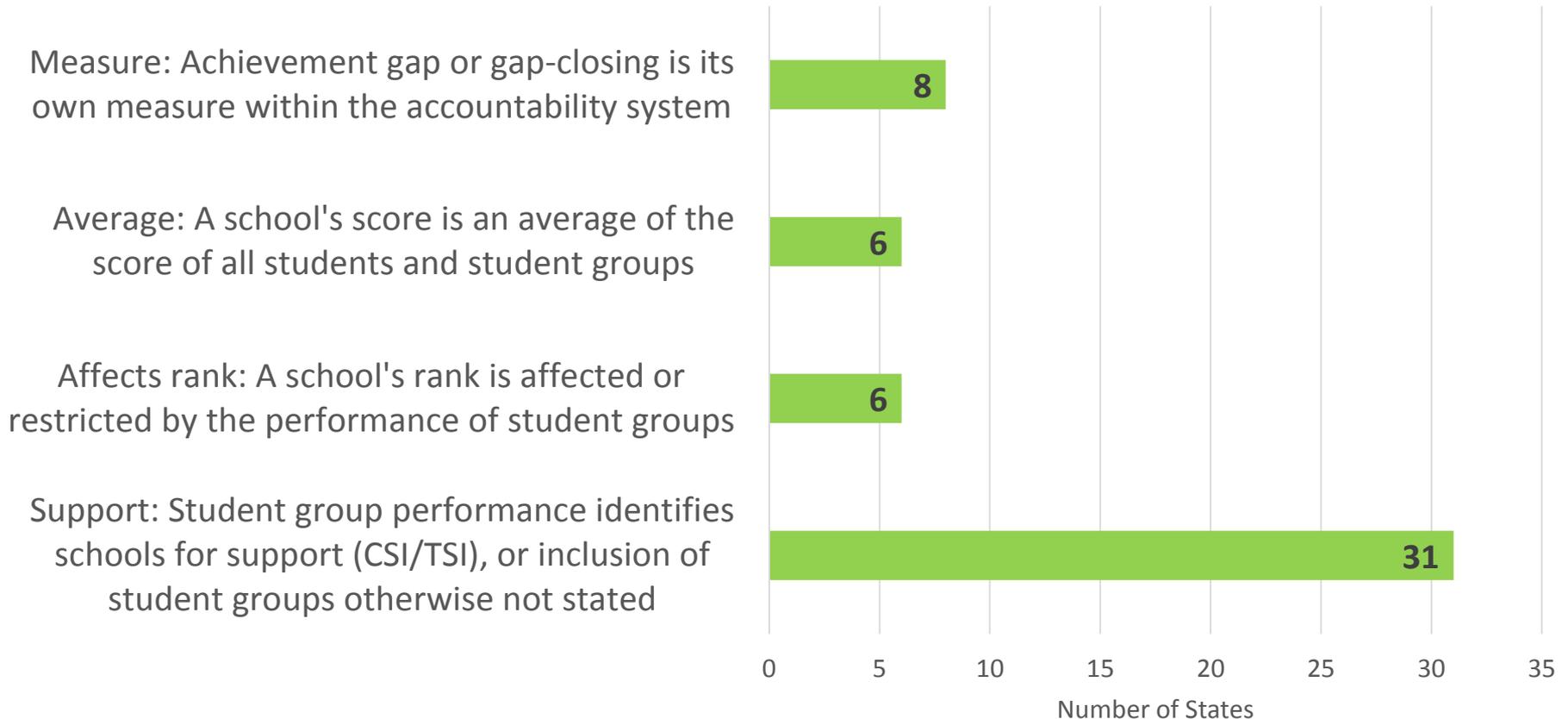
Equity in Maryland's ESSA Plan

Protect Our Schools Act

The Composite Score shall be calculated numerically in a percentile form; and may not be reported using a letter grade model.

ESSA Implementation Update

1. Equity requirements
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Other States' Methods

Measure: Achievement gap or gap-closing is its own measure within the accountability system — 8

Average: A school's score is an average of the score of all students and student groups — 6

Affects rank: A school's rank is affected or restricted by the performance of student groups — 6

Support: Student group performance identifies schools for support (CSI/TSI), or inclusion of student groups otherwise not stated — 31

Number of States

Counts are calculated from data provided by Bellwether Education Partners, "An Independent Review of ESSA State Plans" (2017)

ESSA Implementation Update

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Minimum reporting requirement: disaggregate all indicators by student group.

EXAMPLE DATA for demonstration purposes only		All students	Asian	Black/African American	Hispanic/ Latino	White	Students with Disabilities	Limited English Proficient	Economically Disadvantaged
School Enrollment		100%	2%	73%	17%	80%	10%	16%	72%
INDICATOR	POSSIBLE POINTS	POINTS EARNED							
Academic Achievement	20	12.0	14.5	10.7	11.1	13.4	6.1	8.9	9.6
Growth	25	15.0	16.0	13.0	14.0	17.0	12.5	13.0	14.5
Credit for a Well-Rounded Curriculum	10	8.3	9.0	7.8	7.5	9.0	7.1	7.9	8.3
Progress in Achieving English Language Proficiency	10	5.5	n/a	n/a	5.5	n/a	n/a	5.5	n/a
School Quality and Student Success	35	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
	TOTAL	70.9	69.5	61.5	68.1	69.4	55.7	65.3	62.4
	PERCENT	70.9%	77.2%	68.3%	68.1%	77.1%	61.9%	65.3%	69.3%
	PERCENTILE	80th							
		★★★★							

Recommendation: Report the gap between students in and out of each student group by indicator.

Shown by: Student groups by race

EXAMPLE DATA for demonstration purposes only		All students	Asian	Not Asian	Black/African American	Not Black/African American	Hispanic/Latino	Not Hispanic/Latino	White	Not White
School Enrollment		100%	2%	98%	73%	27%	17%	83%	80%	20%
INDICATOR	POSSIBLE POINTS	POINTS EARNED								
Academic Achievement	20	12.0	14.5	11.9	10.7	14.1	11.1	13.0	13.4	10.8
Growth	25	15.0	16.0	15.0	13.0	18.0	14.0	16.0	17.0	13.5
Credit for a Well-Rounded Curriculum	10	8.3	9.0	8.2	7.8	9.1	7.5	8.9	9.0	8.0
Progress in Achieving English Language Proficiency	10	5.5	n/a	n/a	n/a	n/a	5.5	n/a	n/a	n/a
School Quality and Student Success	35	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
TOTAL		70.9	69.5	65.1	61.5	71.2	68.1	67.9	69.4	62.3
PERCENT		70.9%	77.2%	72.3%	68.3%	79.1%	68.1%	75.4%	77.1%	69.2%
PERCENTILE		80th	**GAP: 4.9%**		**GAP: -10.8%**		**GAP: -7.3%**		**GAP: 7.9%**	
		★★★★								

Recommendation: Report the gap between students in and out of each student group by indicator.

Shown by: Student groups by services

EXAMPLE DATA for demonstration purposes only

	All students	Students with Disabilities	Not Students with Disabilities	Limited English Proficient	Not Limited English Proficient	Economically Disadvantaged	Not Economically Disadvantaged
School Enrollment	100%	10%	90%	16%	84%	72%	28%

INDICATOR	POSSIBLE POINTS	POINTS EARNED						
Academic Achievement	20	12.0	6.1	12.5	8.9	12.7	9.6	13.9
Growth	25	15.0	12.5	16.0	13.0	16.5	14.5	16.5
Credit for a Well-Rounded Curriculum	10	8.3	7.1	8.8	7.9	9.2	8.3	7.8
Progress in Achieving English Language Proficiency	10	5.5	n/a	n/a	5.5	n/a	n/a	n/a
School Quality and Student Success	35	30.0	30.0	30.0	30.0	30.0	30.0	30
	TOTAL	70.9	55.7	67.3	65.3	68.4	62.4	68.2
	PERCENT	70.9%	61.9%	74.8%	65.3%	76.0%	69.3%	75.8%
	PERCENTILE	80th	GAP:-12.9%		GAP:-10.7%		GAP:-6.4%	
		★★★★						

Gaps will also be available by measure, so that schools and other stakeholders can better see and target areas for improvement.

Shown by: Student groups by race

EXAMPLE DATA for demonstration purposes only		All students	Asian	Not Asian	GAP	Black/ African American	Not Black/ African American	GAP	Hispanic/ Latino	Not Hispanic/ Latino	GAP	White	Not White	GAP
School Enrollment		100%	2%	98%		73%	27%		17%	83%		80%	20%	
MEASURE	POSSIBLE POINTS	POINTS EARNED												
ELA achievement composite (percent proficient and average performance level)	10	6.0	7.1	5.8	13.0%	5.2	6.9	-17.0%	5.4	6.3	-9.5%	6.5	5.2	13.0%
Math achievement composite (percent proficient and average performance level)	10	6.0	7.5	6.2	13.0%	5.6	7.3	-17.0%	5.8	6.7	-9.5%	6.9	5.6	13.0%
ELA median student growth percentile	12.5	7.0	7.5	7.0	4.0%	6.0	8.5	-20.0%	6.5	7.5	-8.0%	8.0	6.0	16.0%
Math median student growth percentile	12.5	8.0	8.5	8.0	4.0%	7.0	9.5	-20.0%	7.5	8.5	-8.0%	9.0	7.5	12.0%
Percent proficient, science	5	3.4	4.1	3.3	16.0%	2.9	4.2	-26.0%	2.6	4.0	-28.0%	4.1	3.1	20.0%
Percent earning credit in social studies, fine arts, PE, and health	5	4.9	4.9	4.9	0.0%	4.9	4.9	0.0%	4.9	4.9	0.0%	4.9	4.9	0.0%
Percent on track to English proficiency	10	5.5	n/a	n/a	n/a	n/a	n/a	n/a	5.5	n/a	n/a	n/a	n/a	n/a
Percent of students chronically absent	15	13.0	13.0	13.0	0.0%	13.0	13.0	0.0%	13.0	13.0	0.0%	13.0	13.0	0.0%
School climate measure	10	8.0	8.0	8.0	0.0%	8.0	8.0	0.0%	8.0	8.0	0.0%	8.0	8.0	0.0%
Percent enrolled in science, social studies, fine arts, PE, and health	10	9.0	9.0	9.0	0.0%	9.0	9.0	0.0%	9.0	9.0	0.0%	9.0	9.0	0.0%
	TOTAL	70.9	69.5	65.1		61.5	71.2		68.1	67.9		69.4	62.3	
	PERCENT	70.9%	77.2%	72.3%	4.9%	68.3%	79.1%	-10.8%	68.1%	75.4%	-7.3%	77.1%	69.2%	7.9%

Gaps will also be available by measure, so that schools and other stakeholders can better see and target areas for improvement.

Shown by: Student groups by services

MEASURE	POSSIBLE POINTS	All students	Students with Disabilities	Not Students with Disabilities	GAP	Limited English Proficient	Not Limited English Proficient	GAP	Economically Disadvantaged	Not Economically Disadvantaged	GAP
School Enrollment		100%	10%	90%		16%	84%		72%	28%	
		POINTS EARNED									
ELA achievement composite (percent proficient and average performance level)	10	6.0	2.9	6.1	-32.0%	4.3	6.2	-19.0%	4.6	6.8	-21.5%
Math achievement composite (percent proficient and average performance level)	10	6.0	3.3	6.5	-32.0%	4.7	6.6	-19.0%	5.0	7.2	-21.5%
ELA median student growth percentile	12.5	7.0	5.8	7.5	-14.0%	6.0	7.8	-14.0%	6.8	7.8	-8.0%
Math median student growth percentile	12.5	8.0	6.8	8.5	-14.0%	7.0	8.8	-14.0%	7.8	8.8	-8.0%
Percent proficient, science	5	3.4	2.3	3.9	-32.0%	3.1	4.3	-24.0%	3.5	2.9	12.0%
Percent earning credit in social studies, fine arts, PE, and health	5	4.9	4.8	4.9	-2.0%	4.8	4.9	-2.0%	4.8	4.9	-2.0%
Percent on track to English proficiency	10	5.5	n/a	n/a	n/a	5.5	n/a	n/a	n/a	n/a	n/a
Percent of students chronically absent	15	13.0	13.0	13.0	0.0%	13.0	13.0	0.0%	13.0	13.0	0.0%
School climate measure	10	8.0	8.0	8.0	0.0%	8.0	8.0	0.0%	8.0	8.0	0.0%
Percent enrolled in science, social studies, fine arts, PE, and health	10	9.0	9.0	9.0	0.0%	9.0	9.0	0.0%	9.0	9.0	0.0%
TOTAL		70.9	55.7	67.3		65.3	68.4		62.4	68.2	
PERCENT		70.9%	61.9%	74.8%	-12.9%	65.3%	76.0%	-10.7%	69.3%	75.8%	-6.4%