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Interim State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Carey M. Wright, Ed.D., Interim State Superintendent of Schools
DATE: December 14, 2023
SUBJECT: Strategic Plan Baselines and Targets

Purpose

The purpose of this item is to provide a briefing to the State Board of Education on the draft baselines and targets for the Maryland State Board of Education's and the Maryland State Department of Education's Strategic Plan.

Background/Historical Perspective

Over the past year, the Maryland State Board of Education and Maryland State Department of Education have developed a multiyear Strategic Plan. The Strategic Plan anchors the mission, vision, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to realize the Blueprint for Maryland's Future's promise of an excellent and equitable education for every student.

In October 2022, Phase 1 was released and included the details of the vision, mission, values, priorities, and enablers. In February 2023, the release of Phase 2 included the goals and metrics to track progress and measure success in connection to each priority and enabler. In June 2023, the Phase 3 release included the flagship strategies, initiatives, and programs which outline the concrete work that needs to be complete for achieving each priority and enabler. The attached slides include baselines and targets for each of the goals identified in Phase 2 of the Strategic Plan.

Action

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

Attachments

Strategic Plan Targets 12.14.23.pptx

Strategic Plan Targets 12.14.23.pdf



MARYLAND STATE
DEPARTMENT OF EDUCATION

Maryland Transforms: Strategic Plan Goal Baselines and Targets

Office of Research, Planning, and Program Evaluation

December 14, 2023

PRESENTED BY

Matthew Duque, Director, Office of Research, Planning, and Program
Evaluation



Presentation Outline

1. Strategic Plan Overview and Timeline
2. Target Setting Methodology
3. Baselines and Targets by Priority
4. Baselines and Targets by Enabler
5. Baselines and Targets for Additional Metrics

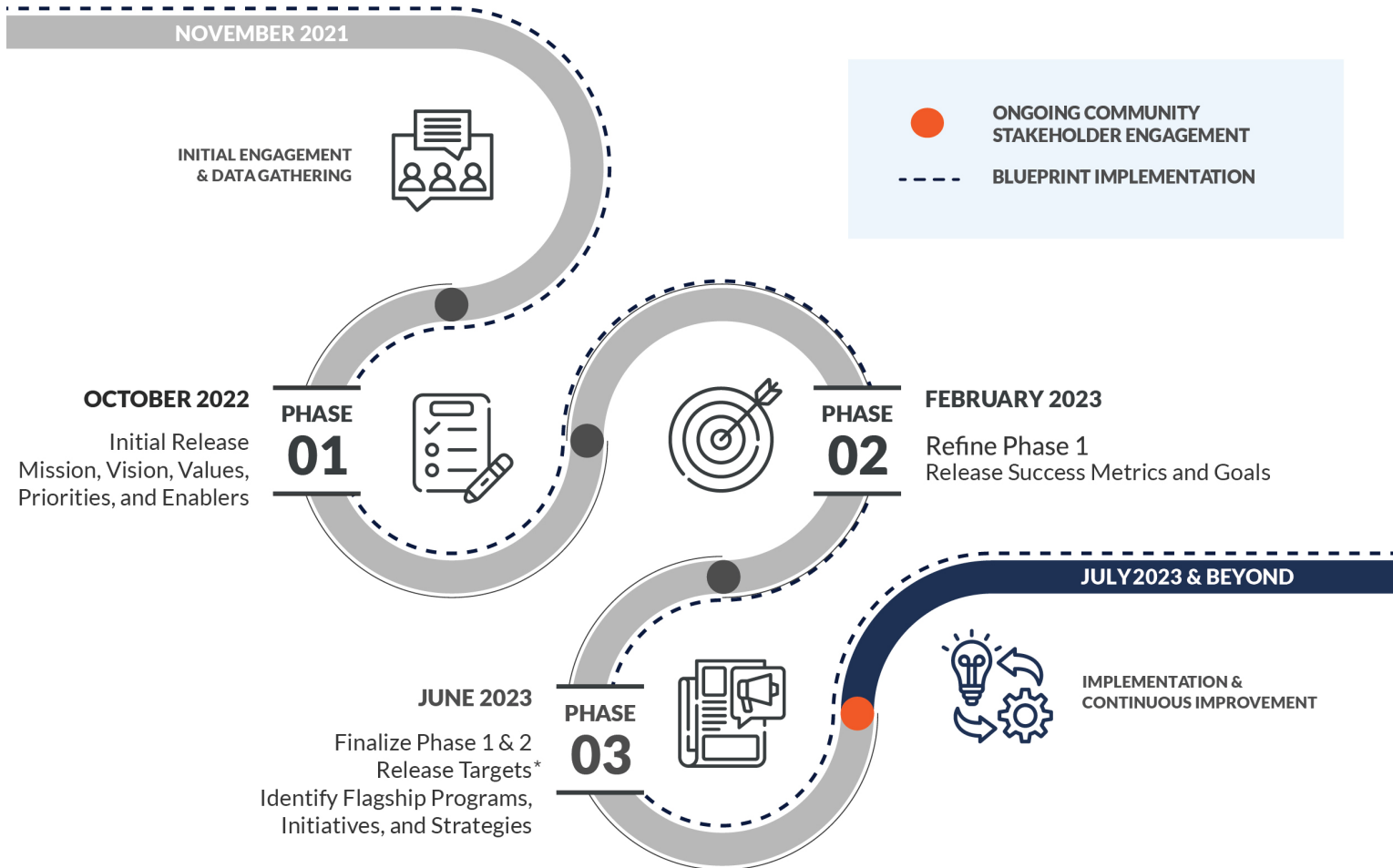


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Strategic Plan Overview and Timeline

Translating plan elements into actionable steps through clear communication, strong leadership, stakeholder engagement, monitoring, evaluation, and continuous improvement.

Strategic Plan Timeline of Phases



The Strategic Plan, Maryland Transforms, was adopted by the Maryland State Board of Education on June 27, 2023, pending the final targets to be set utilizing Spring 2023 MCAP results. Target setting is crucial to the implementation process.

The implementation process of the Strategic Plan **transforms the elements outlined in the plan into actionable steps.**

The continuous improvement process ensures that the plan remains relevant and effective over time. Through a cycle of **implementation, evaluation, and improvement**, we can ensure that the Strategic Plan remains dynamic, responsive, and aligned with evolving needs.

*Final targets will be set by late Fall 2023 using the Spring 2023 Maryland Comprehensive Assessment Program results



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Target Setting Methodology

The approaches taken for setting targets across the Strategic Plan

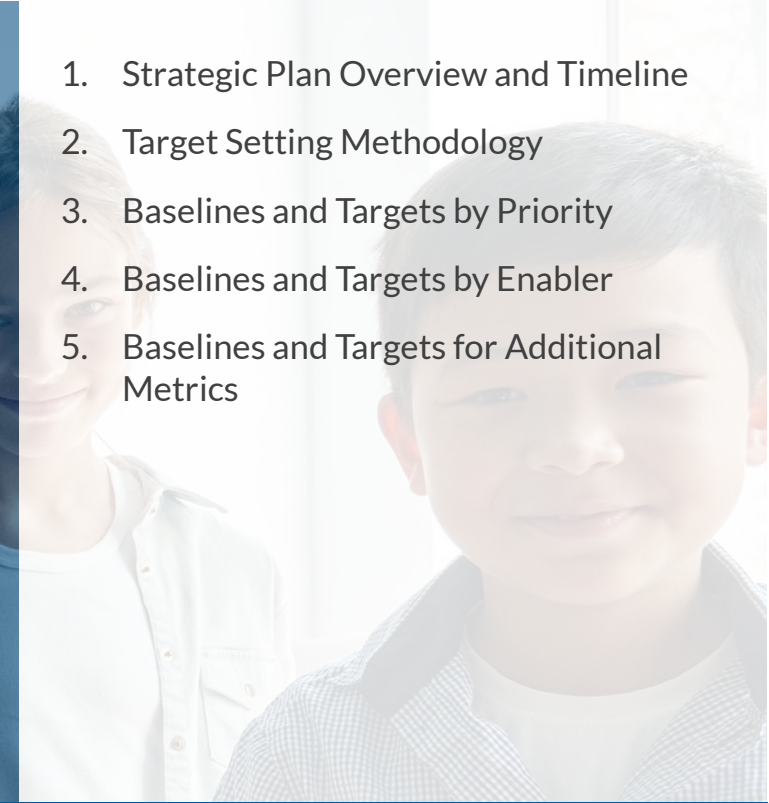
Strategic Plan Target Setting Methodology

- School year 2022-2023 is the baseline
- All targets are for school year 2025-2026 (i.e., three-year targets)
- Targets were calculated from one of the following methods:
 - A linear trend of prior data was applied to the baseline and projected for 3 years
 - When the linear trend was in decline, the highest pre-pandemic rate was used
 - When the above methods produced an unambitious target, either:
 - the highest one-year growth was applied for three years
 - a target was calculated to halve the non-proficiency rate by 2032¹
 - When prior data was not available or the trend was in decline but the baseline in 2023 already exceeded pre-pandemic rates, an ambitious but feasible target was set

¹ This method is derived from Maryland's Every Student Succeeds Act plan and uses the same goal year of 2032. Targets are based on equal intervals of increases each year based on the 2023 baseline. <https://www.marylandpublicschools.org/about/Documents/ESSA/MarylandSubmissionConsolidatedStatePlan052318rev.pdf>



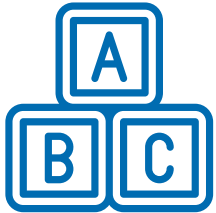
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Baseline and Targets by Priority

Organized into a coherent sequence, the priorities trace the full journey and key milestones that a Maryland student needs to achieve from early childhood through grade 12 to become successful in college, career, and life.

Priority 1: Ready for Kindergarten



READY FOR KINDERGARTEN

All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.

BASELINE (2022-2023)

41.1%

TARGET (2025-2026)

55.4%

GOAL

Increase in percentage of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment (KRA).

Target is based on extrapolation of the increase (4.8%) from 2022 to 2023.

Priority 2: Ready to Read



READY TO READ

All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.

BASELINE (2022-2023)

48.0%

TARGET (2025-2026)

54.7%

GOAL

Increase in percentage of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment.

Target is based on extrapolation of the increase (2.2%) from 2022 to 2023.

Priority 3: Ready for High School



READY FOR HIGH SCHOOL

All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.

BASELINE (2022-2023)

46.8%

TARGET (2025-2026)

32.1%

GOAL

Decrease in percentage of grade 8 students that met one or more of the following ABC indicators:

- Attendance: student was chronically absent in grade 6, 7, or 8
- Behavior: student received one or more out-of-school suspensions in grades 6-8
- Courses: student failed one or more ELA or math courses in grades 6-8

Target is based on the lowest pre-pandemic rate.

Priority 4: Ready for College & Career



READY FOR COLLEGE & CAREER

All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

BASELINE (2022-2023)

28.8%

TARGET (2025-2026)

36.5%

GOAL

Increase in percentage of high school graduates who met the state College and Career Readiness (CCR) standard and completed a CCR pathway.

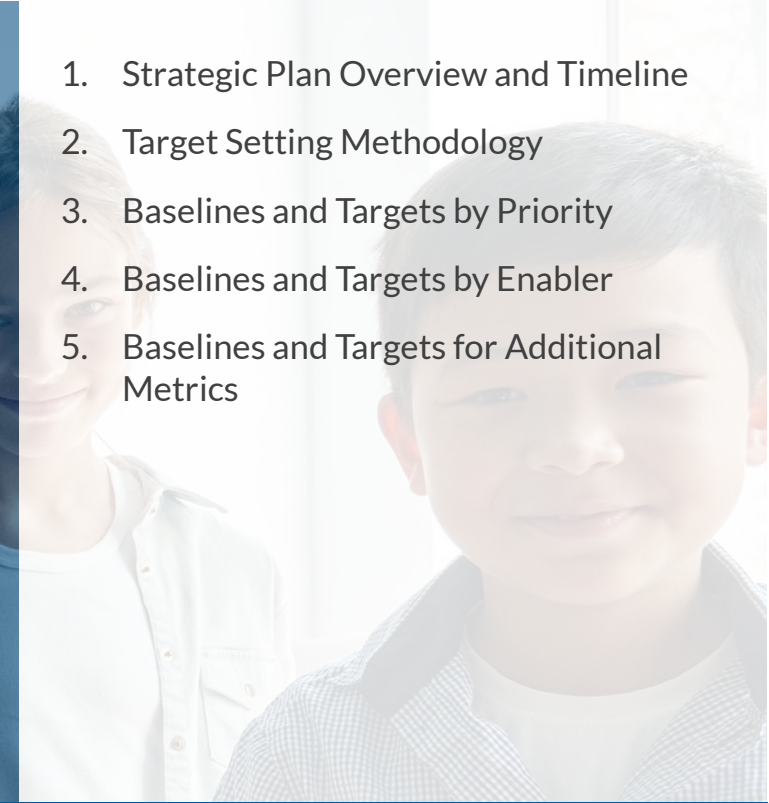
Baseline and target are based on the interim CCR standard, at the end of grade 12.

Target is based on average of 2019-2021 rates.

Note: The rates provided are based on the interim CCR standard from the Blueprint for Maryland's Future which was adopted by the State Board of Education in February 2022. Rates will be recalculated when a new standard is adopted. Rates are for students at the end of grade 12 and will be recalculated when graduation data is finalized. Data on completion of all CCR pathways are not yet available.



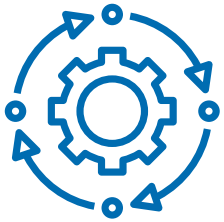
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Baseline and Targets by Enabler

The enablers detail the necessary structural conditions that need to be met for every student in the state to support them in successfully reaching their full potential.

Enabler 1: High-quality Data Reporting & Resources



HIGH-QUALITY DATA REPORTING & RESOURCES

Maryland is supporting our schools, local education agencies, families, and decision makers by producing relevant, timely, and high-quality data and reporting, and enabling educators to make the best use of their resources to meet the needs of our students and accelerate student achievement.

BASELINE

Maryland Public Schools website
MD Report Card
Assessment Individual Student Reports

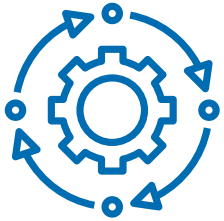
TARGET

Continue to increase the availability of timely, relevant, and high-quality data reports and tools.

GOAL

Relevant data reports and high-quality tools that are made available to families, educators, and stakeholders to meet the needs of students.

Enabler 2: High-quality Curricula & Systems For Intervention & Acceleration



HIGH-QUALITY CURRICULA & SYSTEMS FOR INTERVENTION & ACCELERATION

Maryland’s classrooms challenge, support, and inspire students. Therefore, our schools will be equipped with high-quality curricula, lessons, assessments, and systems for intervention and acceleration.

BASELINE

ERT visits begin in SY2023-24

TARGET (2025-2026)

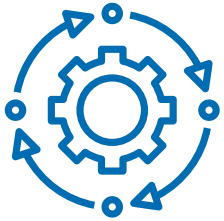
TBD

GOAL

Increase in percentage of schools visited by Expert Review Teams that are rated as “Accomplishing with Continuous Improvement” in the “Curriculum and Instruction” and the “Integrated Multi-Tiered System of Supports” indicators.

A two-year target will be established when the baseline is determined.

Enabler 3: Elevating the Teaching Profession



ELEVATING THE TEACHING PROFESSION

Maryland is elevating the stature of the teaching profession by: intentionally working to attract, recruit, and retain a highly qualified and diverse workforce; setting rigorous standards for educator preparation programs and induction; and implementing a career ladder system focused on development and growth opportunities for all educators.

BASELINES (2022-2023)

- 1) 43.3%
- 2) 76.5%
- 3) 2.5%

GOAL

- 1) Increase in percentage of new teachers of color as measured by the Fall Staff Collection report¹ (Target is based on data trend from 2011 to 2023.)
- 2) Increase in percentage of teachers retained over a 3-year period² (Target is based on data trend from 2014 to 2023.)
- 3) Increase in percentage of teachers eligible for the Teacher Leadership Track of the career ladder³ (Target is based on data trend, 2019 to 2021.)

TARGETS (2025-2026)

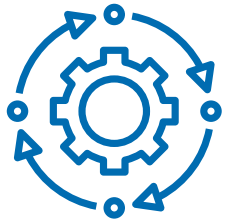
- 1) 47.8%
- 2) 78.0%
- 3) 5.8%

¹“New teachers” are identified as teachers with less than one year of experience. “Teachers of color” includes all teachers who do not identify as white.

² Retention is defined as returning as a teacher in any public school in Maryland.

³ As measured by National Board Certification.

Enabler 4: Supporting Students Socially & Emotionally



SUPPORTING STUDENTS SOCIALLY & EMOTIONALLY

Maryland is ensuring student success by supporting our students' social-emotional learning, health and wellness, and safety; enhancing school culture and climate; scaling high-quality wraparound supports and partnerships; and strengthening family and community engagement.

BASELINES (2022-2023)

Elementary: 55.3%
Middle: 5.3%
High: 6.4%

TARGETS (2025-2026)

Elementary: 61.7%
Middle: 9.1%
High: 6.9%

GOAL 1

Increase in percentage of schools perceived as having a favorable learning environment.¹

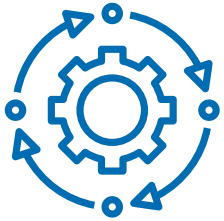
Maryland School Survey topics include:

- Physical Safety, Emotional Safety, Bullying, Substance Abuse
- Instructional and Disciplinary Environment, Physical Environment
- Respect for Diversity, Participation and Engagement
- Student-Student Relationships, Student-Teacher Relationships

Target is based on increase from 2019 to 2022.

¹ As measured by student responses on the Maryland school survey

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BASELINES (2022-2023)

Elementary: 1.5%
Middle: 10.5%
High: 7.0%

TARGETS (2025-2026)

Elementary: 1.1%
Middle: 7.9%
High: 5.9%

GOAL 2

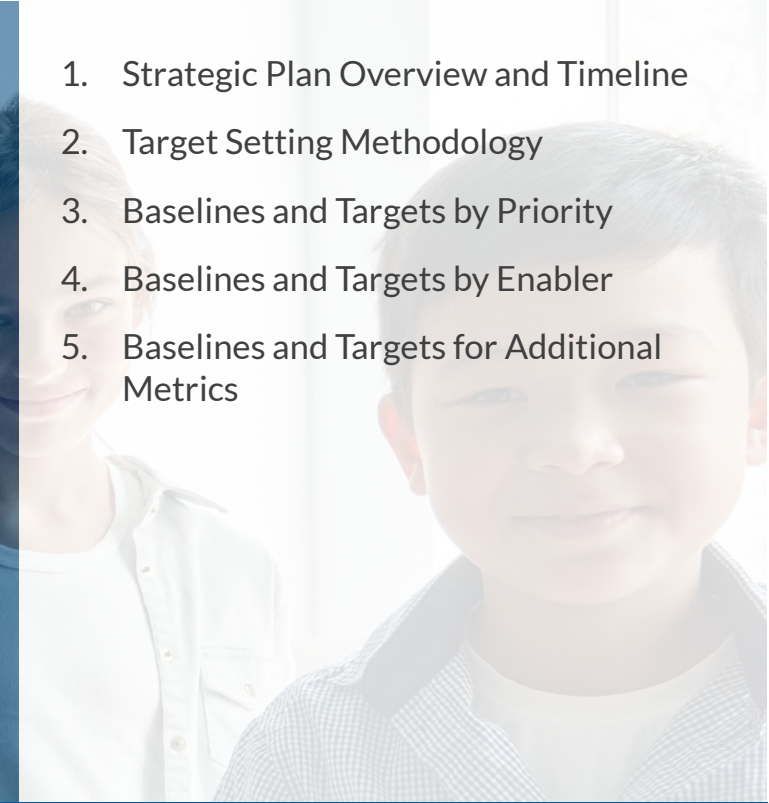
Decrease in suspension rate.¹

Targets are based on the lowest pre-pandemic rates.

¹ Includes in-school and out-of-school suspensions.



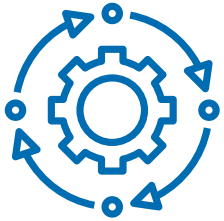
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Baselines and Targets for Additional Metrics

Additional metrics track the performance of low-performing schools and cohorts of students

Metrics that span multiple priorities and/or enablers



LOW-PERFORMING SCHOOLS GOAL

Decrease in the percentage of schools that are re-identified as low-performing schools three (3) school years after initial identification.¹

BASELINE

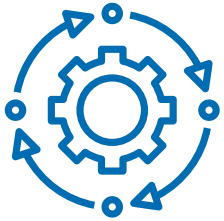
Percentage of 2019 CSI Low-Performing schools re-identified in 2023: 81%

TARGET

Percentage of 2023 CSI Low-Performing schools re-identified in 2026: 60%

¹Low-performing is defined using the federal Comprehensive Support and Intervention school designation of the lowest 5% of Title I schools.
Note: 4 of 21 CSI Low-Performing schools from the 2019 cohort exited low-performing status after three years (5 additional schools closed). There are 27 CSI Low-Performing schools in the 2023 cohort.

Metrics that span multiple priorities and/or enablers



LOW-PERFORMING SCHOOLS GOAL¹

Of a cohort of low-performing schools, increase in average performance level in MCAP ELA and math.

ELA BASELINES (2022-2023)

Elementary: 9.4%
Middle: 14.4%
High: 17.8%

ELA TARGETS (2025-2026)

Elementary: 24.5%
Middle: 28.7%
High: 31.5%

MATH BASELINES (2022-2023)

Elementary: 3.6%
Middle: 2.0%
High: 2.8%

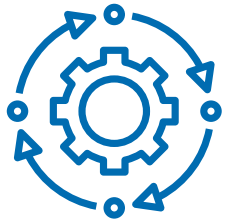
MATH TARGETS (2025-2026)

Elementary: 19.7%
Middle: 18.3%
High: 19.0%

Targets are based on cutting the non-proficiency rate in half by 2032.

¹ Low-performing is defined using the federal Comprehensive Support and Intervention school designation of the lowest 5% of Title I schools.
Note: There are only 2 CSI Low-Performing schools so the targets should be interpreted with caution.

Metrics that span multiple priorities and/or enablers



LOW-PERFORMING SCHOOLS GOAL 3

Of a cohort of low-performing schools, decrease in chronic absenteeism rates

Targets based on average of 2018 and 2019 CSI school rates.

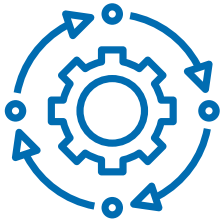
BASELINES (2022-2023)

Elementary: 62.2%
Middle: 61.0%
High: 82.3%

TARGETS (2025-2026)

Elementary: 44.7%
Middle: 46.6%
High: 64.2%

Metrics that span multiple priorities and/or enablers



COHORT GOAL

Following a cohort of students from grade 3 to 8, increase in average performance level in ELA and math on MCAP¹

BASELINES (2022-2023)

Grade 3

ELA: 47.9%

MATH: 40.3%

TARGETS (2025-2026)

Grade 6

ELA: 56.6%

MATH: 50.3%

BASELINES (2022-2023)

Grade 5

ELA: 41.7%

MATH: 27.4%

TARGETS (2025-2026)

Grade 8

ELA: 51.4%

MATH: 39.5%²

Targets are based on cutting the non-proficiency rate in half by 2032.

¹ To follow the same students over time, the baseline will be recalculated for prior years as students in the cohort move out of the state.

² Rate includes MCAP grade 8, Algebra I, Algebra II, and Geometry results.

Next Steps

- Each measure will be tracked each year as new data becomes available
- Where appropriate, data will be disaggregated by:
 - LEA
 - School
 - Low-performing schools
 - Student groups, including
 - Race/ethnicity
 - Gender
 - Economically Disadvantaged
 - Students with Disabilities
 - English learners