MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

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

TO: State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: October 27, 2020

SUBJECT: Review of the Every Student Succeeds Act, Accountability, Report Card, and Assessments

PURPOSE:

To provide a review of the Every Student Succeeds Act (ESSA), and Maryland's model for accountability, report cards, and assessments.

BACKGROUND/HISTORICAL PERSPECTIVE:

The Every Student Succeeds Act (ESSA), signed by President Barack Obama on December 10, 2015, reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students, and replaced the No Child Left Behind Act. The Every Student Succeeds Act had wide implications for all states requiring every state create and submit a State Consolidated ESSA Strategic Plan. Maryland's Plan was created with wide stakeholder input, was submitted to the United States Department of Education for review, and was approved by the Secretary of Education on January 16, 2018. Following the approval of the Maryland Consolidated ESSA Strategic Plan, each local school system created and submitted a local plan that was aligned with ESSA and the Maryland Plan.

EXECUTIVE SUMMARY:

The main purpose of ESSA is to make sure public schools provide a quality education for all students including the achievement of students in poverty, student racial groups, males and females, students who receive special education services, and students with limited English proficiency. Under ESSA, each state was able to determine plans for schools within a framework provided by the federal government. The law also offered parents a chance to weigh in on plans.

Each state plan needed to include a description of:

- Academic standards,
- Annual testing,
- School accountability,
- Goals for academic achievement,
- Plans for supporting and improving struggling schools, and

- Requirements for state and local report cards.

There are additional requirements but the items indicated above constitute the major focus for states and school systems. The purpose of this presentation is to update the State Board on the major components of Maryland's accountability system, identify how schools are measured, show the data available in Maryland's report card, and provide an overview of our assessment program.

ACTION:

For information and discussion

ATTACHMENTS:

Every Student Succeeds Act, Accountability, Report Cards, and Assessment PowerPoint
Maryland School Report Card User's Guide
https://reportcard.msde.maryland.gov/HelpGuides/MSDE_ReportCard_UserGuide_2019_v5.pdf
Calculating Accountability Results: Elementary Schools
https://reportcard.msde.maryland.gov/HelpGuides/ReportCard_Elementary_Calculations_2019_v4.pdf
Calculating Accountability Results: Middle Schools
https://reportcard.msde.maryland.gov/HelpGuides/ReportCard_Middle_Calculations_2019_v4.pdf
Calculating Accountability Results: High Schools
https://reportcard.msde.maryland.gov/HelpGuides/ReportCard_High_Calculations_2019_v4.pdf

Every Student Succeeds Act (ESSA)
Update, Accountability, Report Card, and Assessments

State Board of Education
October 27, 2020

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Every Student Succeeds Act (ESSA)

- The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015. The U.S. Department of Education approved Maryland's ESSA plan on January 16, 2018. **The plan set into place improvement targets for schools and systems, and outlined assistance programs for schools not meeting the grade.**

- ESSA is federal legislation that governs elementary and secondary education in America.

- ESSA reauthorized the Elementary and Secondary Education Act and replaced No Child Left Behind (NCLB)

- Maryland developed its ESSA plan after unprecedented outreach to citizens across the State.

ESSA External Stakeholder Committee

- Public School Superintendents Association of MD (PSSAM)
- MD Association of Boards of Education (MABE)
- MD State Educators Association (MSEA)
- Baltimore Teachers Union (BTU)
- MD Higher Education Commission (MHEC)
- Charter Schools
- Legislative Services
- Governor's Office of Community Initiatives
- MD Parent Teacher Association

- Parent's Place
- *MD Department of Health
- MD Business Roundtable for Education
- University of MD College of Education (EL)
- MD Association of Elementary School Principals
- MD Association of Secondary School Principals
- Greater Baltimore Urban League
- Teachers (MD Teachers of the Year)
- MD Developmental Disabilities Council
- Disability Rights MD

- University System of MD MD Center for Computing
- University System of MD Vice Chancellor's Office
- *Career and Technical Education
- *MD State Childcare Association
- National Association for the Advancement of Colored People (NAACP)
- Local Assistant Superintendent for Curriculum and Instruction

Communication, Collaboration, and Feedback

- ESSA External Stakeholder Committee meetings began on March 24, 2016 and from 2016 through 2018, the Committee met 15 times.
- The Committee also met in 2019, and has met to provide input on the Recovery Plan in 2020.
- The first State Board Meeting to address ESSA was February 23, 2016, and the State Board was briefed monthly through the submission, approval of the plan, and posting of the first Report Card in December 2018.
- Maryland also had an ESSA Internal Committee which met monthly to provide expertise and development of the plan.
- In addition, there were seven subcommittees (standards and assessments, accountability, supporting low performing schools, supporting all educators- certification, supporting all educators- professional development, equity, and supporting all students), each chaired/co-chaired by a member(s) of the Internal Committee.

Communication, Collaboration, and Feedback

- Maryland conducted five evening ESSA Listening Tours in January 2017 across the State in:
  - Western Maryland
  - Eastern Shore
  - Baltimore Metro Region
  - Capital Metro Region
  - Southern Maryland

  The purpose of the Listening Tours was to reach out to the community regionally to gather input on accountability, the report card, support to low performing schools, and other ESSA areas. The Listening Tours were attended by more that 500 parents and community members.

- MSDE also administered and analyzed an ESSA Stakeholder survey to gather specific responses to the elements of the plan, for example support to low performing schools.

- MSDE staff conducted more than 90 distinct outreach meetings to explain Maryland's Consolidated ESSA Plan and to gather feedback.

Highlights of ESSA

- **Each state must include a description of the following:**
  - **Academic standards** – each state must set challenging academic standards in English/Language Arts, mathematics, and science which prepare students for college and career
  - **Annual testing** – all students in grade 3 through 8 must be assessed annually in English/Language Arts and mathematics and once in high school; students must also be assessed in science, once in each grade band 3 to 5, 6 to 8, and high school. Only 1% of students may be assessed in an alternate assessment

Highlights of ESSA (continued)

- **School accountability** – schools must be held accountable for how students achieve and each state was required to a plan to identify schools that are underperforming. The accountability model must include five indicators.

  The first four are **academic indicators** that are mandatory:

  - Academic achievement
  - Academic progress
  - English language proficiency
  - High school graduation rates

The fifth measure must be a way to measure **school quality or student success**, and states could select a number of ways to measure this indicator.

- **Goals for academic achievement** - States had to set ambitious achievement goals for students – the means to measure whether students are improving or not..

Highlights of ESSA (continued)

- **Plans for supporting and improving struggling schools** - required states to identify schools that are struggling. The two categories of struggling schools that states need to improve are:
  - Comprehensive Support and Improvement (CSI) schools - the lowest 5% performing schools in a state. In Maryland, there are 40 CSI schools in 3 local school systems.
  - Additional Targeted Support and Improvement schools (ATSI) – schools in which certain student groups are consistently underperforming. In Maryland, there are 372 ATSI schools in 23 local school systems.

- **State and local report cards** -ESSA requires that each state and school district publish report cards. States and local school systems must have public information available on how schools are doing by the aggregate and by student group performance. Among other things, the following must be reported:

  Test score results
  School funding information
  High school graduation rates
  Teacher qualifications

Protect Our Schools Act

- Passed by the General Assembly in 2017
- Among other requirements, limited the value of the **academic indicators (academic achievement, academic progress, graduation rate, EL performance, readiness for post secondary success)** to **65%**
- The **school quality/student success** indicators were valued at **35%** and had to include three indicators.

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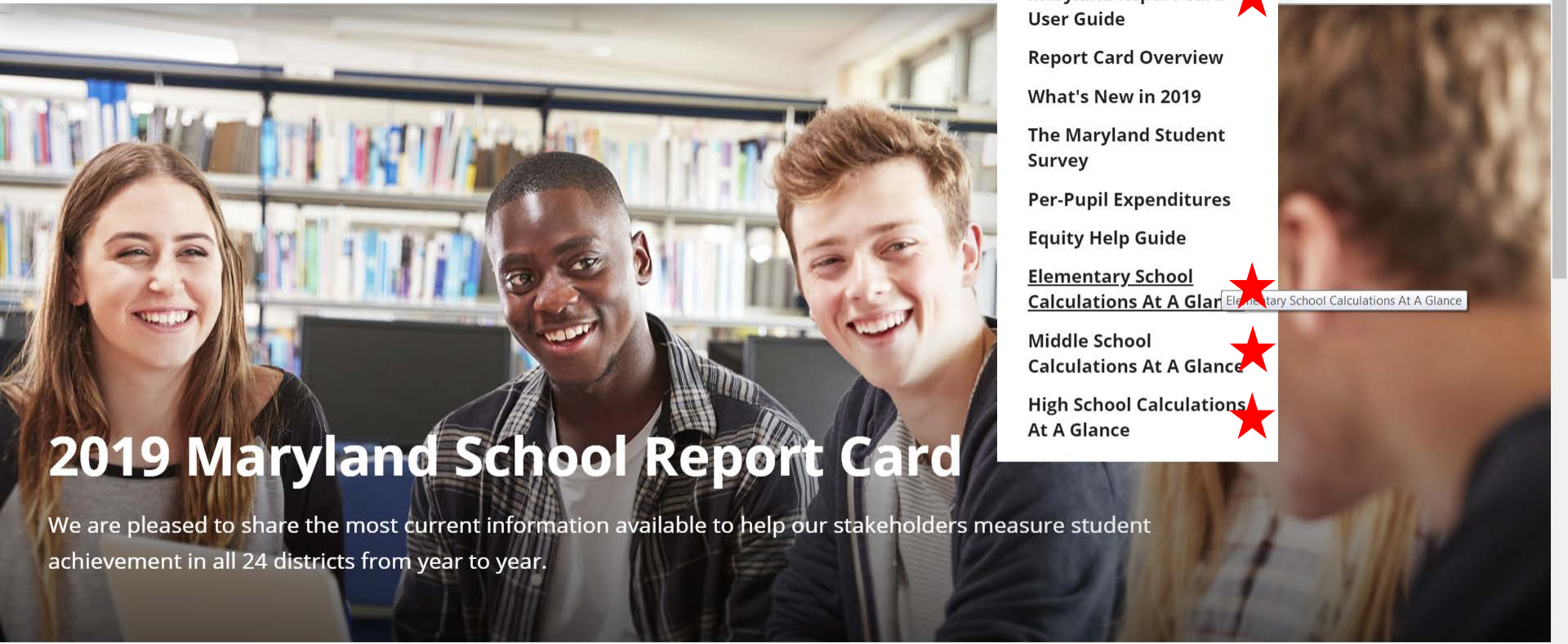
- Maryland Report Card User Guide
- Report Card Overview
- What's New in 2019
- The Maryland Student Survey
- Per-Pupil Expenditures
- Equity Help Guide
- Elementary School Calculations At A Glance
- Middle School Calculations At A Glance
- High School Calculations At A Glance



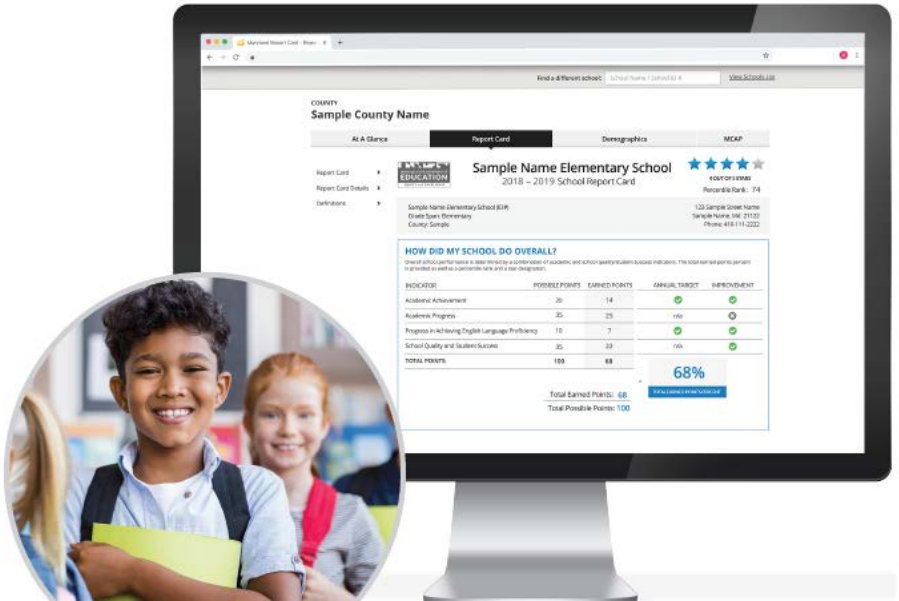
2019 Maryland School Report Card

We are pleased to share the most current information available to help our stakeholders measure student achievement in all 24 districts from year to year.

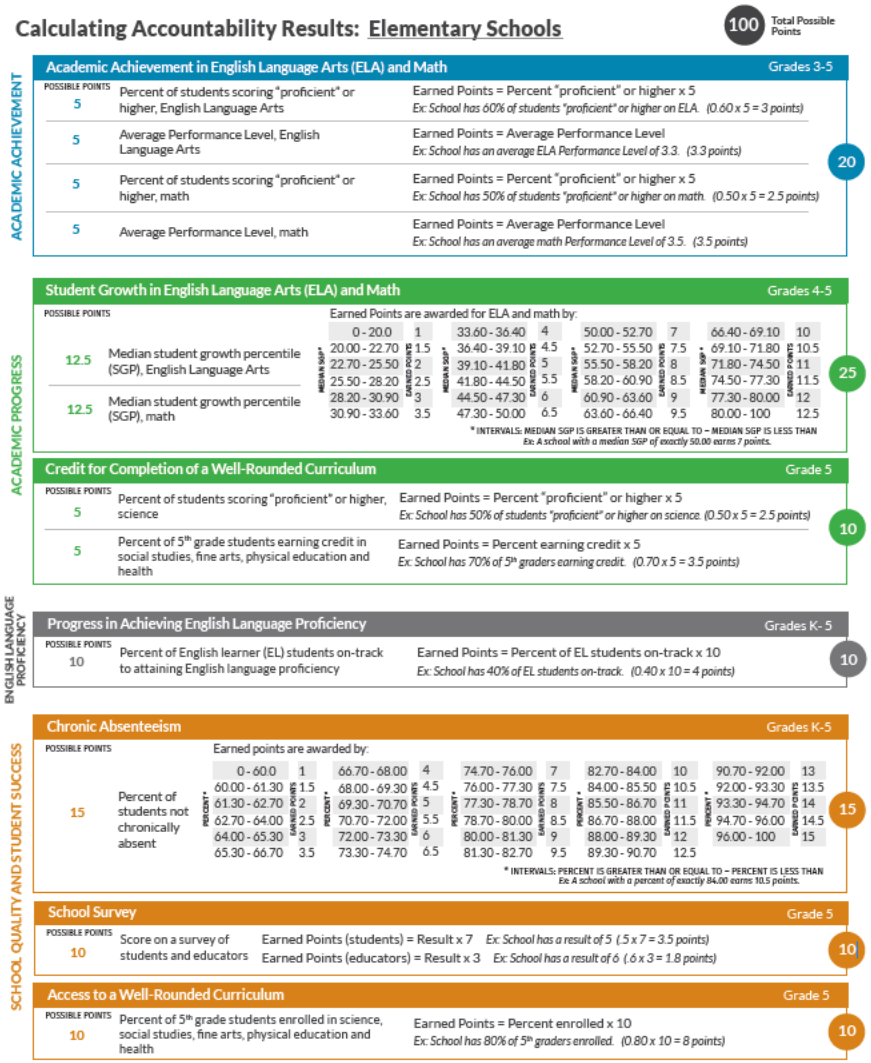
Welcome to the Maryland Public Schools Report Card.

Maryland Report Card User Guide

GUIDE TO UNDERSTANDING YOUR 2019 MARYLAND SCHOOL REPORT CARD



Accountability System: Elementary Grade Span



MARYLAND STATE DEPARTMENT OF EDUCATION
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Accountability System: Elementary Grade Span

Calculating Accountability Results: Elementary Schools

100 Total Possible Points

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math		Grades 3-5
POSSIBLE POINTS		
5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 5 *Ex: School has 60% of students "proficient" or higher on ELA. (0.60 x 5 = 3 points)*
5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level *Ex: School has an average ELA Performance Level of 3.3. (3.3 points)*
5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 5 *Ex: School has 50% of students "proficient" or higher on math. (0.50 x 5 = 2.5 points)*
5	Average Performance Level, math	Earned Points = Average Performance Level *Ex: School has an average math Performance Level of 3.5. (3.5 points)*

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Accountability System: Elementary Grade Span

ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math — Grades 4-5

POSSIBLE POINTS

12.5	Median student growth percentile (SGP), English Language Arts
12.5	Median student growth percentile (SGP), math

Earned Points are awarded for ELA and math by:

MEDIAN SGP *	EARNED POINTS
0 - 20.0	1
20.00 - 22.70	1.5
22.70 - 25.50	2
25.50 - 28.20	2.5
28.20 - 30.90	3
30.90 - 33.60	3.5
33.60 - 36.40	4
36.40 - 39.10	4.5
39.10 - 41.80	5
41.80 - 44.50	5.5
44.50 - 47.30	6
47.30 - 50.00	6.5
50.00 - 52.70	7
52.70 - 55.50	7.5
55.50 - 58.20	8
58.20 - 60.90	8.5
60.90 - 63.60	9
63.60 - 66.40	9.5
66.40 - 69.10	10
69.10 - 71.80	10.5
71.80 - 74.50	11
74.50 - 77.30	11.5
77.30 - 80.00	12
80.00 - 100	12.5

* INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO – MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

25

Credit for Completion of a Well-Rounded Curriculum — Grade 5

POSSIBLE POINTS

5	Percent of students scoring "proficient" or higher, science	Earned Points = Percent "proficient" or higher x 5 *Ex: School has 50% of students "proficient" or higher on science. (0.50 x 5 = 2.5 points)*
5	Percent of 5th grade students earning credit in social studies, fine arts, physical education and health	Earned Points = Percent earning credit x 5 *Ex: School has 70% of 5th graders earning credit. (0.70 x 5 = 3.5 points)*

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MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Accountability System: Elementary Grade Span

ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency			Grades K- 5
POSSIBLE POINTS 10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 *Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)*	10

Accountability System: Elementary Grade Span

SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism — Grades K-5

POSSIBLE POINTS: 15

Percent of students not chronically absent

Earned points are awarded by:

PERCENT *	EARNED POINTS
0 - 60.0	1
60.00 - 61.30	1.5
61.30 - 62.70	2
62.70 - 64.00	2.5
64.00 - 65.30	3
65.30 - 66.70	3.5
66.70 - 68.00	4
68.00 - 69.30	4.5
69.30 - 70.70	5
70.70 - 72.00	5.5
72.00 - 73.30	6
73.30 - 74.70	6.5
74.70 - 76.00	7
76.00 - 77.30	7.5
77.30 - 78.70	8
78.70 - 80.00	8.5
80.00 - 81.30	9
81.30 - 82.70	9.5
82.70 - 84.00	10
84.00 - 85.50	10.5
85.50 - 86.70	11
86.70 - 88.00	11.5
88.00 - 89.30	12
89.30 - 90.70	12.5
90.70 - 92.00	13
92.00 - 93.30	13.5
93.30 - 94.70	14
94.70 - 96.00	14.5
96.00 - 100	15

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* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

School Survey — Grade 5

POSSIBLE POINTS: 10

Score on a survey of students and educators

Earned Points (students) = Result x 7 *Ex: School has a result of 5 (.5 x 7 = 3.5 points)*

Earned Points (educators) = Result x 3 *Ex: School has a result of 6 (.6 x 3 = 1.8 points)*

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Access to a Well-Rounded Curriculum — Grade 5

POSSIBLE POINTS: 10

Percent of 5th grade students enrolled in science, social studies, fine arts, physical education and health

Earned Points = Percent enrolled x 10

Ex: School has 80% of 5th graders enrolled. (0.80 x 10 = 8 points)

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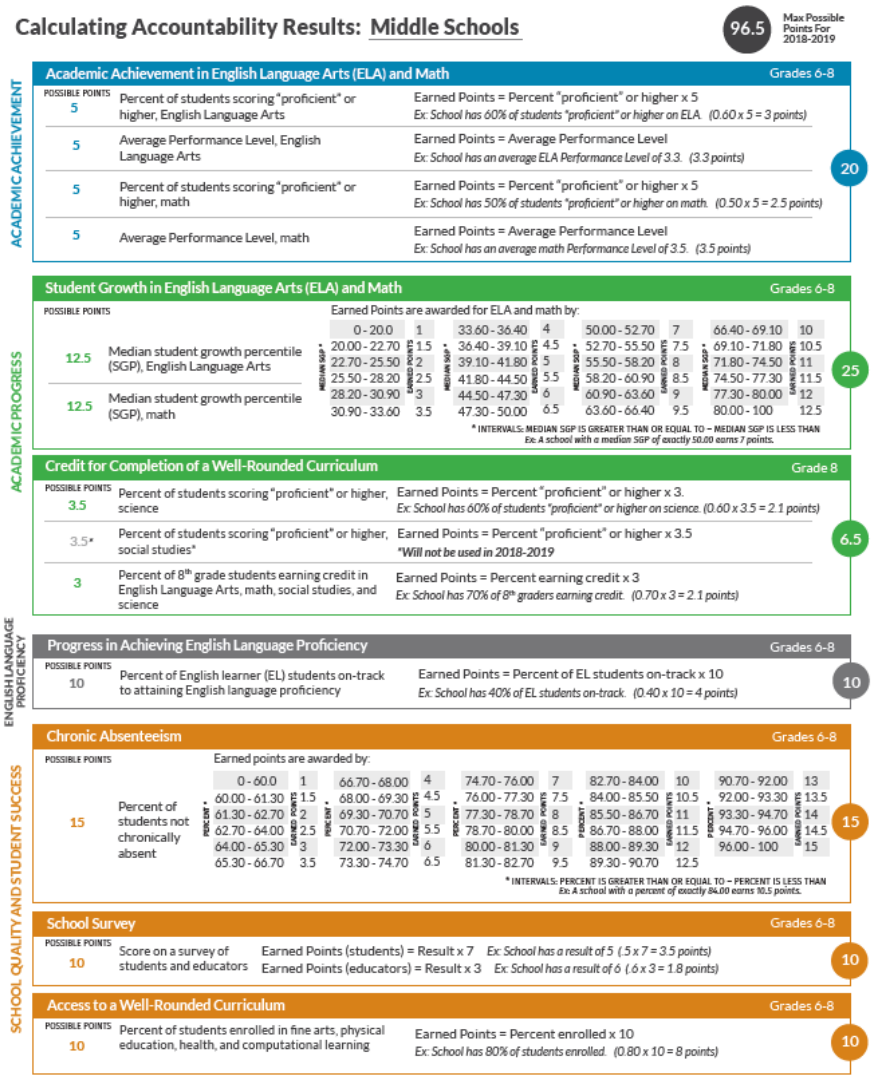
Accountability System: Middle Grade Span



Calculating Accountability Results: Middle Schools

96.5 Max Possible Points For 2018-2019

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math — Grades 6-8

POSSIBLE POINTS		
5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 5 *Ex: School has 60% of students "proficient" or higher on ELA. (0.60 x 5 = 3 points)*
5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level *Ex: School has an average ELA Performance Level of 3.3. (3.3 points)*
5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 5 *Ex: School has 50% of students "proficient" or higher on math. (0.50 x 5 = 2.5 points)*
5	Average Performance Level, math	Earned Points = Average Performance Level *Ex: School has an average math Performance Level of 3.5. (3.5 points)*

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ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math — Grades 6-8

POSSIBLE POINTS		
12.5	Median student growth percentile (SGP), English Language Arts	Earned Points are awarded for ELA and math by:
12.5	Median student growth percentile (SGP), math	

MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS
0 - 20.0	1	33.60 - 36.40	4	50.00 - 52.70	7	66.40 - 69.10	10
20.00 - 22.70	1.5	36.40 - 39.10	4.5	52.70 - 55.50	7.5	69.10 - 71.80	10.5
22.70 - 25.50	2	39.10 - 41.80	5	55.50 - 58.20	8	71.80 - 74.50	11
25.50 - 28.20	2.5	41.80 - 44.50	5.5	58.20 - 60.90	8.5	74.50 - 77.30	11.5
28.20 - 30.90	3	44.50 - 47.30	6	60.90 - 63.60	9	77.30 - 80.00	12
30.90 - 33.60	3.5	47.30 - 50.00	6.5	63.60 - 66.40	9.5	80.00 - 100	12.5

* INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO – MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

25

Credit for Completion of a Well-Rounded Curriculum — Grade 8

POSSIBLE POINTS		
3.5	Percent of students scoring "proficient" or higher, science	Earned Points = Percent "proficient" or higher x 3. *Ex: School has 60% of students "proficient" or higher on science. (0.60 x 3.5 = 2.1 points)*
3.5*	Percent of students scoring "proficient" or higher, social studies*	Earned Points = Percent "proficient" or higher x 3.5 ***Will not be used in 2018-2019***
3	Percent of 8th grade students earning credit in English Language Arts, math, social studies, and science	Earned Points = Percent earning credit x 3 *Ex: School has 70% of 8th graders earning credit. (0.70 x 3 = 2.1 points)*

6.5

ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency — Grades 6-8

POSSIBLE POINTS		
10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 *Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)*

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SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism — Grades 6-8

POSSIBLE POINTS		
15	Percent of students not chronically absent	Earned points are awarded by:

PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS
0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

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School Survey — Grades 6-8

POSSIBLE POINTS		
10	Score on a survey of students and educators	Earned Points (students) = Result x 7 *Ex: School has a result of 5 (.5 x 7 = 3.5 points)* Earned Points (educators) = Result x 3 *Ex: School has a result of 6 (.6 x 3 = 1.8 points)*

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Access to a Well-Rounded Curriculum — Grades 6-8

POSSIBLE POINTS		
10	Percent of students enrolled in fine arts, physical education, health, and computational learning	Earned Points = Percent enrolled x 10 *Ex: School has 80% of students enrolled. (0.80 x 10 = 8 points)*

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MARYLAND STATE DEPARTMENT OF EDUCATION
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Accountability System: Middle Grade Span

Calculating Accountability Results: Middle Schools

96.5 Max Possible Points For 2018-2019

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math		Grades 6-8
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5	Average Performance Level, math	Earned Points = Average Performance Level *Ex: School has an average math Performance Level of 3.5. (3.5 points)*

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Accountability System: Middle Grade Span

ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math — Grades 6-8

POSSIBLE POINTS	
12.5	Median student growth percentile (SGP), English Language Arts
12.5	Median student growth percentile (SGP), math

Earned Points are awarded for ELA and math by:

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25.50 - 28.20	2.5	41.80 - 44.50	5.5	58.20 - 60.90	8.5	74.50 - 77.30	11.5
28.20 - 30.90	3	44.50 - 47.30	6	60.90 - 63.60	9	77.30 - 80.00	12
30.90 - 33.60	3.5	47.30 - 50.00	6.5	63.60 - 66.40	9.5	80.00 - 100	12.5

* INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO – MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

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Credit for Completion of a Well-Rounded Curriculum — Grade 8

POSSIBLE POINTS		
3.5	Percent of students scoring "proficient" or higher, science	Earned Points = Percent "proficient" or higher x 3. *Ex: School has 60% of students "proficient" or higher on science. (0.60 x 3.5 = 2.1 points)*
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3	Percent of 8th grade students earning credit in English Language Arts, math, social studies, and science	Earned Points = Percent earning credit x 3 *Ex: School has 70% of 8th graders earning credit. (0.70 x 3 = 2.1 points)*

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Accountability System: Middle Grade Span

ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency			Grades 6-8
POSSIBLE POINTS 10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 *Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)*	10

Accountability System: Middle Grade Span

SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism — Grades 6-8

POSSIBLE POINTS: 15

Percent of students not chronically absent

Earned points are awarded by:

PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS
0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

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Ex: A school with a percent of exactly 84.00 earns 10.5 points.

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School Survey — Grades 6-8

POSSIBLE POINTS: 10

Score on a survey of students and educators

Earned Points (students) = Result x 7 *Ex: School has a result of 5 (.5 x 7 = 3.5 points)*

Earned Points (educators) = Result x 3 *Ex: School has a result of 6 (.6 x 3 = 1.8 points)*

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Access to a Well-Rounded Curriculum — Grades 6-8

POSSIBLE POINTS: 10

Percent of students enrolled in fine arts, physical education, health, and computational learning

Earned Points = Percent enrolled x 10

Ex: School has 80% of students enrolled. (0.80 x 10 = 8 points)

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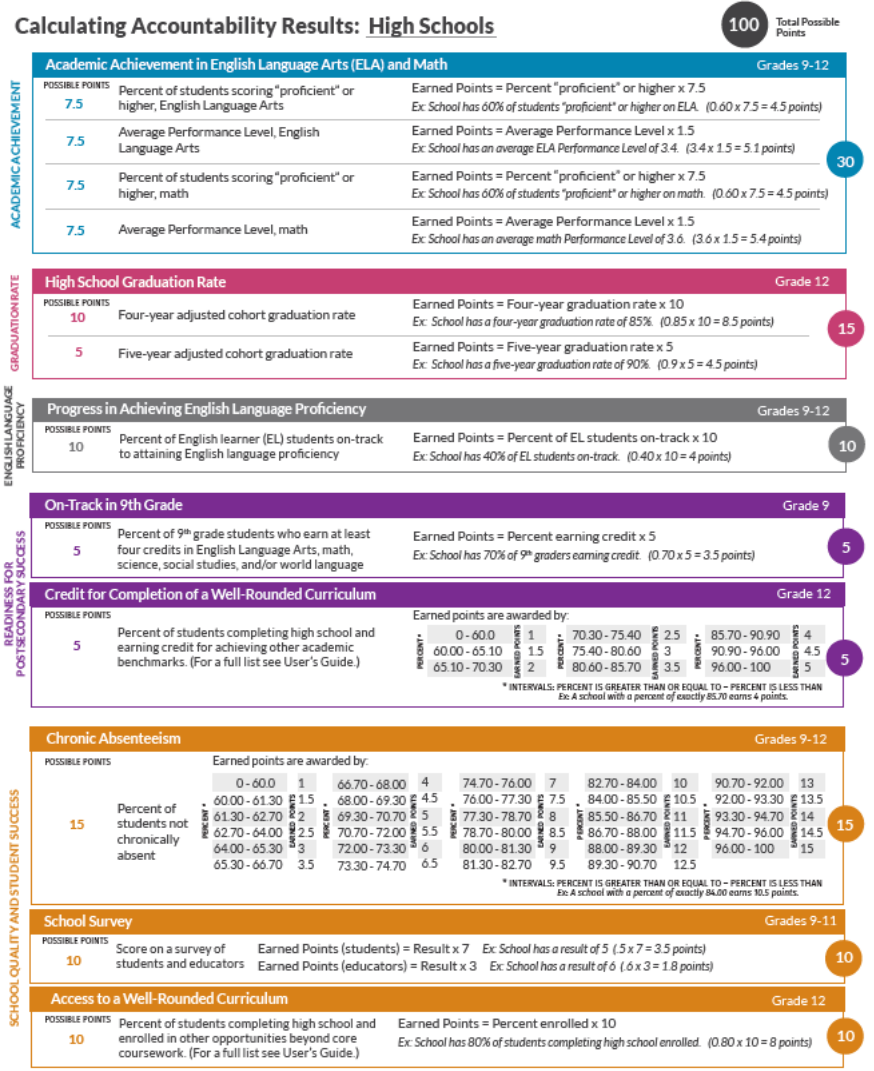
MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Accountability System: High Grade Span



Accountability System: High Grade Span

Calculating Accountability Results: High Schools

100 Total Possible Points

ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math		Grades 9-12
POSSIBLE POINTS		
7.5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 7.5 *Ex: School has 60% of students "proficient" or higher on ELA. (0.60 x 7.5 = 4.5 points)*
7.5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level x 1.5 *Ex: School has an average ELA Performance Level of 3.4. (3.4 x 1.5 = 5.1 points)*
7.5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 7.5 *Ex: School has 60% of students "proficient" or higher on math. (0.60 x 7.5 = 4.5 points)*
7.5	Average Performance Level, math	Earned Points = Average Performance Level x 1.5 *Ex: School has an average math Performance Level of 3.6. (3.6 x 1.5 = 5.4 points)*

30

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Accountability System: High Grade Span

GRADUATION RATE

High School Graduation Rate		Grade 12
POSSIBLE POINTS		
10	Four-year adjusted cohort graduation rate	Earned Points = Four-year graduation rate x 10 *Ex: School has a four-year graduation rate of 85%. (0.85 x 10 = 8.5 points)*
5	Five-year adjusted cohort graduation rate	Earned Points = Five-year graduation rate x 5 *Ex: School has a five-year graduation rate of 90%. (0.9 x 5 = 4.5 points)*

15

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Accountability System: High Grade Span

ENGLISH LANGUAGE PROFICIENCY

Progress in Achieving English Language Proficiency			Grades 9-12
POSSIBLE POINTS 10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 *Ex: School has 40% of EL students on-track. (0.40 x 10 = 4 points)*	10

Accountability System: High Grade Span

READINESS FOR POSTSECONDARY SUCCESS

On-Track in 9th Grade — Grade 9

POSSIBLE POINTS: 5

Percent of 9th grade students who earn at least four credits in English Language Arts, math, science, social studies, and/or world language

Earned Points = Percent earning credit x 5

Ex: School has 70% of 9th graders earning credit. (0.70 x 5 = 3.5 points)

5

Credit for Completion of a Well-Rounded Curriculum — Grade 12

POSSIBLE POINTS: 5

Percent of students completing high school and earning credit for achieving other academic benchmarks. (For a full list see User's Guide.)

Earned points are awarded by:

PERCENT *	EARNED POINTS
0 - 60.0	1
60.00 - 65.10	1.5
65.10 - 70.30	2
70.30 - 75.40	2.5
75.40 - 80.60	3
80.60 - 85.70	3.5
85.70 - 90.90	4
90.90 - 96.00	4.5
96.00 - 100	5

5

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN

Ex: A school with a percent of exactly 85.70 earns 4 points.

Credit for Completion of a Well-Rounded Curriculum is the percent of students completing high school and meeting any one of the following: score of 3 or better on an Advanced Placement (AP) test, score of 4 or better on an International Baccalaureate (IB) test; SAT score of at least 530 (math) and 480 (reading); ACT score of 21 or higher; earned credit for dual enrollment; completion of the University System of Maryland entry requirements; completion of a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council; completion of an industry certification aligned with an approved career and technical education (CTE) program and achievement of CTE concentrator status; completion of an approved CTE program; Armed Services Vocational Aptitude Battery test (ASVAB) score of 31 or higher; completion of a Seal of Biliteracy; or for students obtaining a Maryland High School Certificate of Program Completion: percent of students achieving gainful employment, postsecondary education and training, supported employment or other services integrated in the community.

Accountability System: High Grade Span

SCHOOL QUALITY AND STUDENT SUCCESS

Chronic Absenteeism — Grades 9-12

POSSIBLE POINTS: 15

Percent of students not chronically absent

Earned points are awarded by:

PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS	PERCENT *	EARNED POINTS
0 - 60.0	1	66.70 - 68.00	4	74.70 - 76.00	7	82.70 - 84.00	10	90.70 - 92.00	13
60.00 - 61.30	1.5	68.00 - 69.30	4.5	76.00 - 77.30	7.5	84.00 - 85.50	10.5	92.00 - 93.30	13.5
61.30 - 62.70	2	69.30 - 70.70	5	77.30 - 78.70	8	85.50 - 86.70	11	93.30 - 94.70	14
62.70 - 64.00	2.5	70.70 - 72.00	5.5	78.70 - 80.00	8.5	86.70 - 88.00	11.5	94.70 - 96.00	14.5
64.00 - 65.30	3	72.00 - 73.30	6	80.00 - 81.30	9	88.00 - 89.30	12	96.00 - 100	15
65.30 - 66.70	3.5	73.30 - 74.70	6.5	81.30 - 82.70	9.5	89.30 - 90.70	12.5		

* INTERVALS: PERCENT IS GREATER THAN OR EQUAL TO – PERCENT IS LESS THAN
Ex: A school with a percent of exactly 84.00 earns 10.5 points.

15

School Survey — Grades 9-11

POSSIBLE POINTS: 10

Score on a survey of students and educators

Earned Points (students) = Result x 7 *Ex: School has a result of 5 (.5 x 7 = 3.5 points)*

Earned Points (educators) = Result x 3 *Ex: School has a result of 6 (.6 x 3 = 1.8 points)*

10

Access to a Well-Rounded Curriculum — Grade 12

POSSIBLE POINTS: 10

Percent of students completing high school and enrolled in other opportunities beyond core coursework. (For a full list see User's Guide.)

Earned Points = Percent enrolled x 10

Ex: School has 80% of students completing high school enrolled. (0.80 x 10 = 8 points)

10

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Accountability System: High Grade Span

SCHOO

Access to a Well-Rounded Curriculum		Grade 12
POSSIBLE POINTS 10	Percent of students completing high school and enrolled in other opportunities beyond core coursework. (For a full list see User's Guide.)	Earned Points = Percent enrolled x 10 *Ex: School has 80% of students completing high school enrolled. (0.80 x 10 = 8 points)*

10

The **percent of students with access to a well-rounded curriculum** is the percent of students graduating or exiting with a certificate of program completion who meet at least one of the following: enrolled in an Advanced Placement (AP) course; enrolled in an International Baccalaureate (IB) course; participating in dual enrollment; enrolled in a Career and Technical Education (CTE) program at the CTE concentrator level or higher; or, for students earning a Certificate of Program Completion, enrollment in a general education core academic or elective course.

MDReportCard.org: Accountability and Data Reporting

Welcome to the Maryland Public Schools Report Card.

Please select which Data you would like to view:

View our State Data

View District Data

Select a County

Submit

View Your School Report Card

Search for School by Name or ID

View Schools List

2019 Maryland School Report Card

We are pleased to share the most current information available to help our stakeholders measure student achievement in all 24 districts from year to year.

Welcome to the Maryland Public Schools Report Card.

Please select which Data you would like to view:

View data at the state, system, or school level

View our State Data

View District Data

Select a County

Submit

View Your School Report Card

fed

Federal Hill Preparatory Academy (0045) - Baltimore City

Federalsburg Elementary School (0501) - Caroline County

BALTIMORE CITY

Federal Hill Preparatory Academy (0045)

At A Glance | Report Card | Demographics | MCAP

Report Card
Report Card Details
Definitions

FILTERS

Year: 2019 Reset

Download

The school “landing page” is its accountability results aka its “School Report Card”

Federal Hill Preparatory Academy

2018 - 2019 School Report Card

3 OUT OF 5 STARS

Percentile Rank: 31 (Elementary)

Federal Hill Preparatory Academy (0045)
Grade Levels: Elementary
County: Baltimore City

1040 William St
Baltimore, MD 21230
Phone: 410-396-1207

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	10.7	✓	✓
Academic Progress	35.0	15.7	na	✗
Progress in Achieving English Language Proficiency	na	na	na	na
School Quality and Student Success	35.0	25.0	na	✓
TOTAL POINTS:	**90.0**	**51.4**		

Total Earned Points: 51.4 / Total Points Possible: 90.0 = **57%**

TOTAL EARNED PERCENT

* Earned points may not equal total points due to rounding. ✓=Met ✗=Not Met

Download

Federal Hill Preparatory Academy

2018 - 2019 School Report Card

3 OUT OF 5 STARS

Percentile Rank: 31 (Elementary)

Federal Hill Preparatory Academy (0045)
Grade Levels: Elementary
County: Baltimore City

1040 William St
Baltimore, MD 21230
Phone: 410-396-1207

The school's overall score is shown (star rating, percentile rank, and total points earned).

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.

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Progress in Achieving English Language Proficiency	na	na	na	na
School Quality and Student Success	35.0	25.0	na	✓
TOTAL POINTS:	**90.0**	**51.4**		

Total Earned Points: 51.4
Total Points Possible: 90.0
= 57%
TOTAL EARNED PERCENT

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Download

Federal Hill Preparatory Academy

2018 - 2019 School Report Card

3 OUT OF 5 STARS

Percentile Rank: 31 (Elementary)

Federal Hill Preparatory Academy (0045)
Grade Levels: Elementary
County: Baltimore City

1040 William St
Baltimore, MD 21230
Phone: 410-396-1207

Its performance on each indicator is also shown, as well as whether it met its annual target and whether it improved from the previous year.

HOW DID MY SCHOOL DO OVERALL?

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INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	10.7	✓	✓
Academic Progress	35.0	15.7	na	✗
Progress in Achieving English Language Proficiency	na	na	na	na
School Quality and Student Success	35.0	25.0	na	✓
TOTAL POINTS:	**90.0**	**51.4**		

Total Earned Points: 51.4 / Total Points Possible: 90.0 = **57%** TOTAL EARNED PERCENT

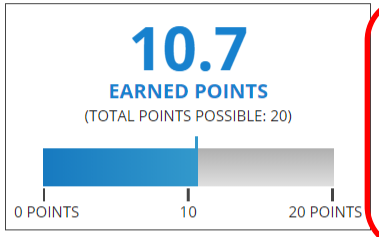
* Earned points may not equal total points due to rounding. ✓ =Met ✗ =Not Met

Each larger indicator is then broken down into its component measures. For example, “Academic Achievement” includes percent proficient in math and English language arts, and average performance level in math and English language arts.

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.

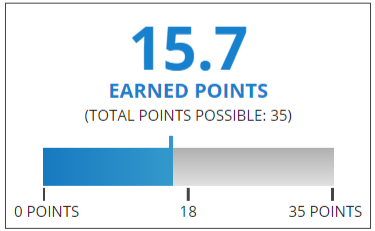


MEASURE	RESULTS	EARNED POINTS*
Percent Proficient Mathematics	45.6%	2.3 out of 5.0
Percent Proficient English Language Arts	48.5%	2.4 out of 5.0
Average Performance Level Mathematics	3	3 out of 5.0
Average Performance Level English Language Arts	3	3 out of 5.0
		10.7 EARNED POINTS

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.



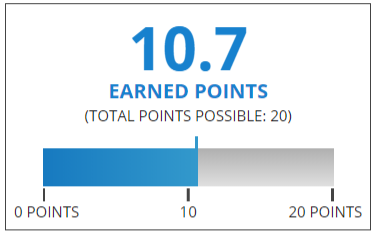
MEASURE	RESULTS	EARNED POINTS*
Percent Proficient Science	26.5%	1.3 out of 5.0
Student Growth Percentile Mathematics	38	4.5 out of 12.5
Student Growth Percentile English Language Arts	41.5	5 out of 12.5
Credit for Well Rounded Curriculum	97.1%	4.9 out of 5.0
		15.7 EARNED POINTS

True results are shown (ex “45.6% proficient”) as well as earned points on the accountability system (ex: 45.6% of 5 possible points is 2.3 out of 5)

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.

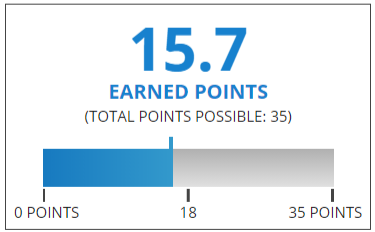


MEASURE	RESULTS	EARNED POINTS*
Percent Proficient Mathematics	45.6%	2.3 out of 5.0
Percent Proficient English Language Arts	48.5%	2.4 out of 5.0
Average Performance Level Mathematics	3	3 out of 5.0
Average Performance Level English Language Arts	3	3 out of 5.0
		10.7 EARNED POINTS

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	26.5%	1.3 out of 5.0
Student Growth Percentile Mathematics	38	4.5 out of 12.5
Student Growth Percentile English Language Arts	41.5	5 out of 12.5
Credit for Well Rounded Curriculum	97.1%	4.9 out of 5.0
		15.7 EARNED POINTS

Results for all applicable indicators are shown.

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

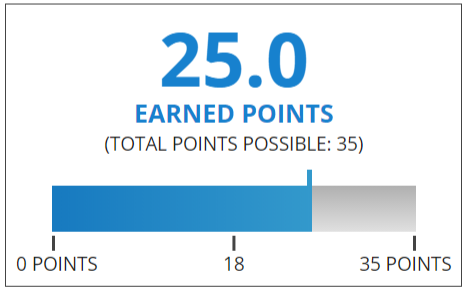
The Progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

There is insufficient data to provide accountability results for this school.

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	74.6%	6.5 out of 15.0
School Survey - Student	8.9	6.3 out of 7.0
School Survey - Educator	7.4	2.2 out of 3.0
Access to Well Rounded Curriculum	100%	10 out of 10.0
		25.0 EARNED POINTS

Educator and Student school survey results range from 1 to 10.

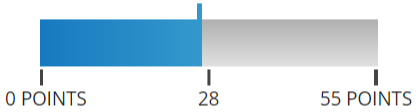
25.0
EARNED POINTS

Educator and Student school survey results range from 1 to 10.

Subtotals are also shown for “academic measures” based on test scores and grades, and measures of “school quality and student success.”

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

26
EARNED POINTS
(TOTAL POINTS POSSIBLE: 55)



ALL TARGET(S) MET

IMPROVEMENT

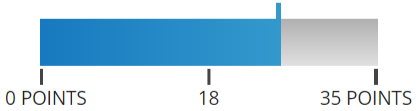
ACADEMIC MEASURES ARE A COMBINATION OF:

Academic Achievement

Academic Progress

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

25
EARNED POINTS
(TOTAL POINTS POSSIBLE: 35)



ALL TARGET(S) MET

n/a

IMPROVEMENT

SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF:

Students not chronically absent

School Survey - Student

School Survey - Educator

Access to Well Rounded Curriculum

PERCENT PROFICIENT

At A Glance | Report Card | Demographics | MCAP

Report Card
- English
- Spanish
- Chinese
- Korean
- French
- Vietnamese

Report Card Details

Definitions

School Report Cards are available in multiple languages, both online and to download.

FILTERS

Year: 2019

Reset

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MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Federal Hill Preparatory Academy

2018 - 2019 School Report Card

3 OUT OF 5 STARS

Percentile Rank: 31 (Elementary)

Federal Hill Preparatory Academy (0045)
Grade Levels: Elementary
County: Baltimore City

1040 William St
Baltimore, MD 21230
Phone: 410-396-1207

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	10.7	✓	✓

Report Card
Report Card Details
Student Group Info
Equity
Similar Schools
School Identification
CSI/TSI
Definitions

Full results are available for all applicable student groups.

FILTERS

Year: 2019 | Student Group: Black/African Amer. | Grade Level: Elementary | Reset

All Students
Black/African Amer.
White
Students w/Disabilities
Econ. Disadvantaged

Download

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

al Hill Preparatory Academy

2018 - 2019 School Report Card

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	8.1	✓	✓
Academic Progress	35.0	15.0	na	✗
Progress in Achieving English Language Proficiency	na	na	na	na
School Quality and Student Success	32.0	20.0	na	✓
TOTAL POINTS:	**87.0**	**43.1**		

Total Earned Points: 43.1 / Total Points Possible: 87.0 = **49%**

TOTAL EARNED PERCENT

Report Card

Report Card Details

Student Group Info

Equity

Similar Schools

School Identification

CSI/TSI

Definitions

Equity reports are also available for all student groups. This shows the *difference* in performance between a school's students in a particular group and students not in that group.

FILTERS

Year: 2019

Student Group: Black/African Amer.

- All Students
- Black/African Amer.
- White
- Students w/Disabilities
- Econ. Disadvantaged

Grade Level: Elementary

Reset

Download

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

al Hill Preparatory Academy

2018 - 2019 School Report Card

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	BLACK OR AFRICAN AMERICAN	NON-BLACK OR AFRICAN AMERICAN
STUDENT ENROLLMENT	100%	59%	41%
INDICATOR			
Academic Achievement	10.7 out of 20.0	8.1 out of 20.0	14.5 out of 20.0
Academic Progress	15.7 out of 35.0	15.0 out of 35.0	19.7 out of 35.0
Progress in Achieving English Language Proficiency	na	na	na
School Quality and Student Success	25.0 out of 35.0	20.0 out of 32.0	27.4 out of 32.0
TOTAL POINTS:	**51.4 out of 90.0**	**43.1 out of 87.0**	**61.6 out of 87.0**
TOTAL EARNED POINTS PERCENT:	**57.1%**	**49.6%**	**70.8%**

-21.2%

GAP

Year: 2019

Reset

Download

Federal Hill Preparatory Academy

2018 - 2019 School Report Card

Each school's performance on the accountability system can be compared to a group of schools with similar student characteristics.

COMPARE TO SIMILAR SCHOOLS

School performance is compared to the average performance of a group of schools with similar student characteristics: grade span, race/ethnicity, economic disadvantage, English learners, and students with disabilities.

ELEMENTARY GRADE SPAN

INDICATOR	SCHOOL PERCENT OF EARNED POINTS (%)	COMPARISON GROUP AVERAGE PERCENT OF EARNED POINTS (%)
Academic Achievement	53.4	37.6
Academic Progress	44.8	49.1
Progress in Achieving English Language Proficiency	na	na
School Quality and Student Success	71.4	67.1
OVERALL:	**57.1**	**54.4**

For a list of schools in each comparison group, download the Similar Schools Download.

BALTIMORE CITY

Federal Hill Preparatory Academy (0045)

At A Glance | Report Card | Demographics | MCAP

- Enrollment
- Attendance
- Student Group Populations
- Mobility
- Per-Pupil Expenditures
- Definitions

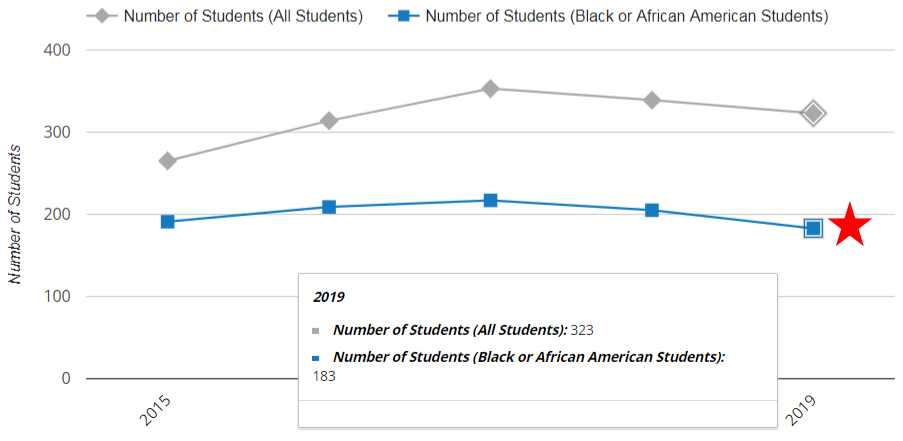
FILTERS

Grade: All Students | Gender: All Students | Race and Ethnicity: African Am. | Reset

Show: Year / Trend

Enrollment Trend Data (2015 - 2019)

Data Last Updated: 8/14/2019



MDReportCard.org also has a large amount of other data. For example, each school's enrollment is shown. Data can be disaggregated by student group and can be shown as a single year or a trend over time.

Federal Hill Preparatory Academy (0045)

At A Glance | Report Card | Demographics | MCAP

- Enrollment
- Attendance
  - Attendance Rate
  - Chronic Absenteeism
  - Absent Fewer than 5 Days
  - Absent More than 20 Days
- Student Group Populations
- Mobility
- Per-Pupil Expenditures
- Definitions

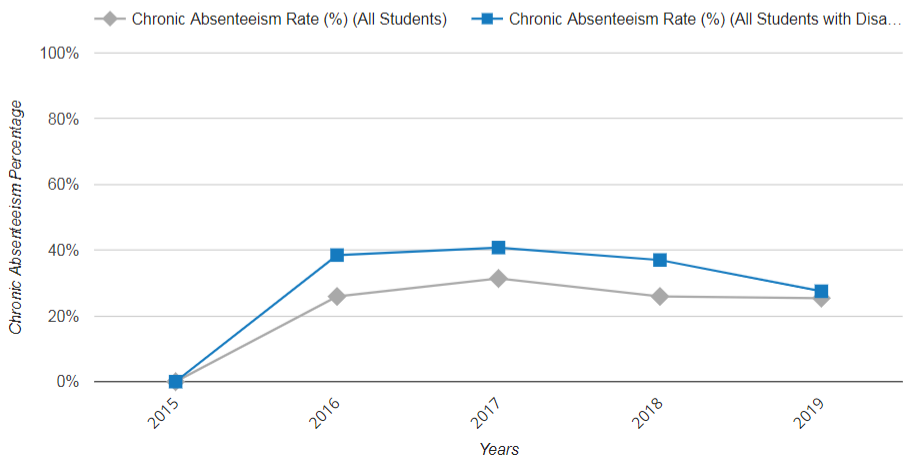
FILTERS

Grade: All Students | Gender: All Students | Special Services: Students with Disabilities | Race and Ethnicity: All Students | Reset

Show: Year / Trend

Chronic Absenteeism (2015 - 2019)

Data Last Updated: 1/14/2020



Attendance data is also available for all students and by student group. Attendance rate, chronic absenteeism, percent of students absent fewer than 5 days, and percent of students absent more than 20 days is available for a single year and as a trend.

Find a different school: School Name / School ID # View Schools List

BALTIMORE CITY

Federal Hill Preparatory Academy (0045)

At A Glance | Report Card | Demographics | MCAP

- Enrollment
- Attendance
- Student Group Populations
- Mobility
- Per-Pupil Expenditures
- Definitions

FILTERS

Year: 2019

Reset

Per-Pupil Expenditures (2019)

Data Last Updated: 6/10/2020

The figures below are the school-level per-pupil expenditures of federal and State/local funds, including this school's share of district-wide costs.

Federal	State/Local	Total
$2,297	$16,566	$18,863

Download CSV Download PDF

Some elements on MDReportCard.org are required by federal or state law. Per-pupil expenditures is one example.

BALTIMORE CITY

Federal Hill Preparatory Academy (0045)

At A Glance | Report Card | Demographics | MCAP

STATE

English Language Arts
- English Language Arts
- Alternate
- Participation Rate

Mathematics

Science

Definitions

FILTERS

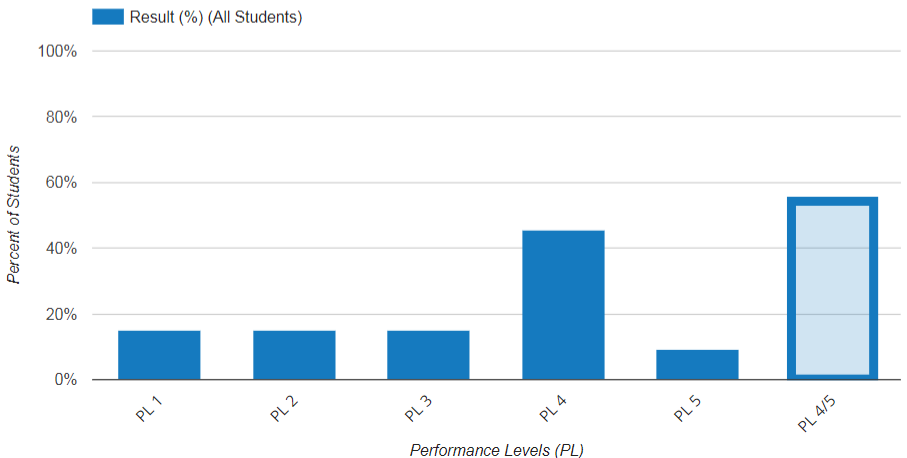
Year: 2019 | Assessment Type: ELA 3 | Gender: All Students | Special Services: All Students | Race and Ethnicity: All Students | Reset

PERCENT PROFICIENT 54.5%

Show: Year / Trend

English Language Arts Data (2019)

Data Last Updated: 8/27/2019



Detailed MCAP performance is available, for all students and disaggregated by assessment type and student group. Alternate assessment results and participation rates are also shown.

STATE

English Language Arts
- English Language Arts
- Alternate
- Participation Rate

Mathematics

Science

Definitions

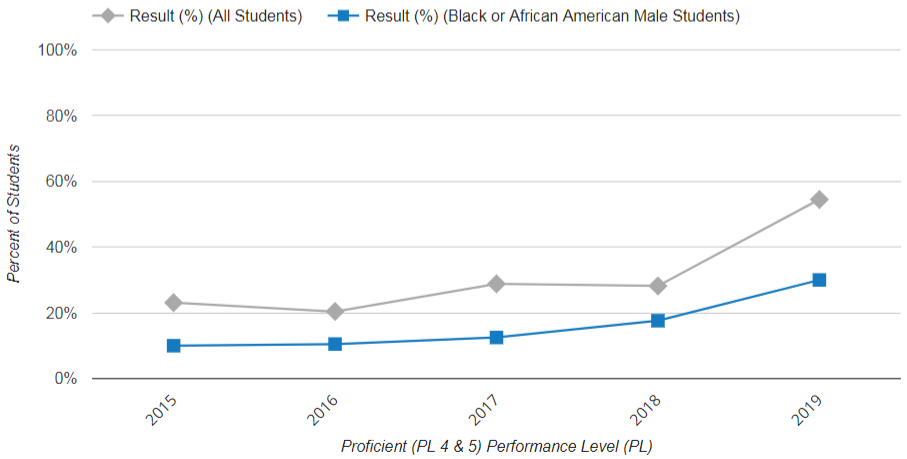
FILTERS

Assessment Type: ELA 3 | Gender: Male | Special Services: All Students | Race and Ethnicity: African Am. | Reset

Show: ○ Year ◉ Trend

English Language Arts Trend Data (2015 - 2019)

Data Last Updated: 8/27/2019



Filter Results:
Assessment Type: ELA 3, *Gender*: Male, *Special Services*: All Students, *Race and Ethnicity*: African Am.

All data are available for single years and as a trend.

Welcome to the Maryland Public Schools Report Card.

Please select which Data you would like to view:

View our State Data

View District Data

Select a County

Submit

View Your School Report Card

Search for School by Name or ID

View Schools List

Data downloads provide all the raw data available on MDReportCard.org for every school and every school system.

Check out our Feedback Survey and let us know your thoughts.

View Feedback Survey ›

Read the Message from the State Superintendent of Schools

View Dr. Salmon's message ›

Maryland State Department of Education
200 West Baltimore Street, Baltimore, MD 21201
(410) 767-0100 (Phone) | (888) 246-0016 (TOLL Free)| (410) 333-2220 (Fax)
marylandpublicschools.org

Data Downloads

Public Use Data for Download

Due to the federal Family Education Rights and Privacy Act (FERPA) MSDE is prohibited from releasing individually identifiable information to the public (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011603). Because of this requirement we had to remove all of our archived websites prior to 2011 because in some cases it was possible to identify individual students. FERPA protects their right to privacy. We applied certain suppression rules to our website beginning in 2011 to meet the FERPA requirements.

Data Files for Download

Showing: Download Files 2019

Click to download the appropriate Zip file

- Accountability Data (CSV 161KB)
- Accountability Details Data (ZIP 334KB)
- Adjusted Cohort Graduation and Dropout Rate Data (ZIP 13KB)
- Annual Dropout Rate Data (ZIP 4KB)
- Attendance Data (ZIP 53KB)
- College Readiness Data (ZIP 30KB)
- Educator Qualifications Data (ZIP 4KB)
- Enrollment Data (ZIP 64KB)
- High School Completion Data (ZIP 41KB)

Historical data are also available for direct download.

Accountability Data (CSV 161KB)

Accountability Details Data (ZIP 334KB)

Adjusted Cohort Graduation and Dropout Rate Data (ZIP 13KB)

Annual Dropout Rate Data (ZIP 4KB)

Attendance Data (ZIP 53KB)

College Readiness Data (ZIP 30KB)

Educator Qualifications Data (ZIP 4KB)

Enrollment Data (ZIP 64KB)

High School Completion Data (ZIP 41KB)

MCAP Alternate ELA and Math Performance Data (ZIP 23KB)

MCAP Alternate Science Performance Data (ZIP 8KB)

MCAP ELA and Math Performance Data (ZIP 158KB)

MCAP ELA, Math, and Science Participation Rate Data (ZIP 320KB)

MCAP English Language Proficiency Assessment Data (ZIP 29KB)

MCAP Science Performance Data (ZIP 35KB)

NCES School Directory (ZIP 131KB)

Per-Pupil Expenditures (ZIP 30KB)

Promotion Rate Data (ZIP 12KB)

School Identification Data (ZIP 16KB)

School Survey Educator Results Data (CSV 2MB)

School Survey Student Results Data (CSV 2MB)

Similar Schools Comparison Data (ZIP 113KB)

Staff Data (ZIP 8MB)

Student Mobility Data (ZIP 37KB)

Students Receiving Special Services Data (ZIP 47KB)

25 file(s) available for selected year

Reporting School Year 2019-2020

All 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and the Bureau of Indian Education requested and received one-year waivers relieving them of assessment, accountability, school identification, and reporting requirements for States under the Elementary and Secondary Education Act (ESEA).

Reporting School Year 2019-2020

Assessment Requirements

Waiver of the Assessment requirements in section 1111(b)(2):

The requirements to administer all required assessments in school year 2019-2020.

Accountability Requirements

Waiver of the accountability requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D):

The requirements that a State annually meaningfully differentiate all public schools.

Reporting School Year 2019-2020

School Identification

Waiver of the school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D):

The requirements to identify schools for comprehensive and targeted support and improvement and additional targeted support and improvement based on data from the 2019-2020 school year.

Additionally:

Any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020- 2021 school year.

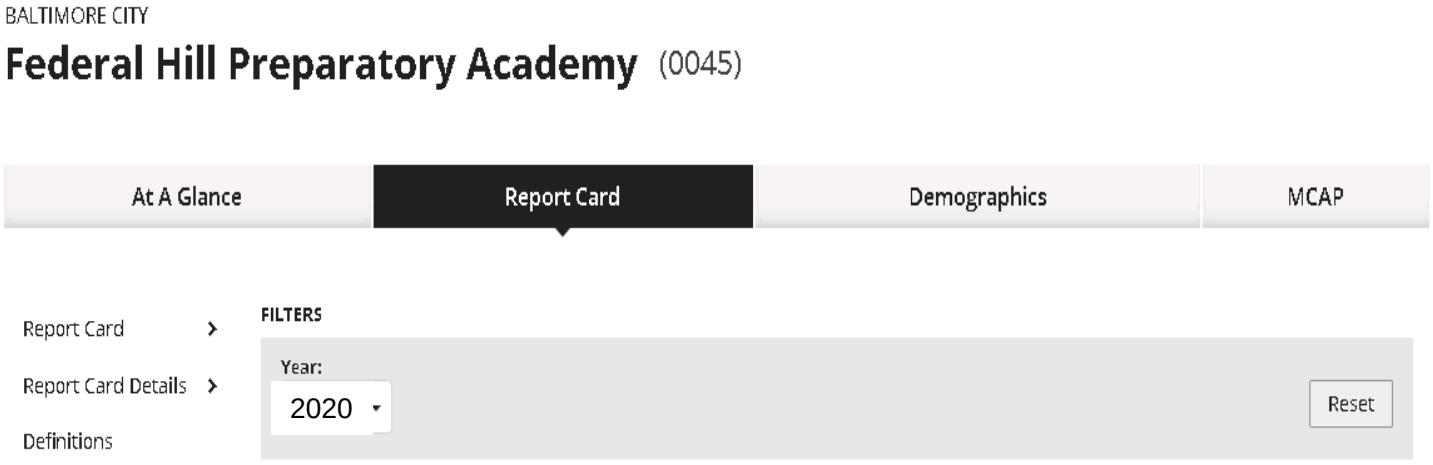
Reporting School Year 2019-2020

Reporting

Waiver of the Report Card provisions related to certain assessments and accountability in sections 1111(h)(C)(1)(C)(i-xi) and 1111(h)(2)(C) based on data from the 2019-2020 school year, namely:

- accountability system description;
- assessment results;
- other academic indicator results;
- English language proficiency assessment results;
- school quality or student success indicator results;
- progress toward meeting long-terms goals and measurements of interim progress;
- percentage of students assessed and not assessed;
- number and percentage of students with the most significant cognitive disabilities taking an alternate assessment; and
- information showing how students in a local educational agency and each school, respectively, achieved on the academic assessments compared to students in the State and LEA.

Report Card 2019-2020



Due to the impact of the coronavirus pandemic, Report Card results for the 2019-2020 school year will not be published.

The most recently available Report Card is for 2018-2019

Reporting School Year 2019-2020

Requirements <u>NOT waived</u> for the 2019-2020 school year include:

Publication of NAEP data *(no new data)*
Publication of Civil Rights Data Collection *(no new data)*

Cohort Graduation Rate
Dropout Rate
Postsecondary Outcomes
Per Pupil Expenditures
Educator Qualifications

Timeline

Reporting Requirement	Dec 20	Jan 21	Feb 21	Mar 21
2020 Report Card Cover Page	x			
2019 Postsecondary Outcomes		x		
2020 Cohort Graduation Rate			x	
2020 Cohort Dropout Rate			x	
Educator Qualifications				x
Per Pupil Expenditures				x

Maryland Recovery Plan

First Term Performance Metrics

First Term Performance Metrics

Part A: Recovery Plan Implementation Measures

A1. How many instructional days has fully online distance learning been available to students?

A2. How many instructional days has in-person instruction been available to students? In-person instruction may include students and the teacher of record in the same physical space; individual students and/or small or large groups of students and an instructor/aide in the same place working through distance learning material; and/or any other form of instruction in which a student(s) and a system-provided instructor/aide/supervisor are in the same physical space. (See Question C5 below.)

A3. How many total hours of synchronous instructional time was provided per week to students? Report by grade level.

A4. For what percent of enrolled students have attempts at contact been unsuccessful? (In other words, what percent of enrolled students have never attended class and have not responded to any other form of contact?)

A5. By the end of the first marking period, what percent of students had access to all required technology for online distance learning (devices and Internet access)? [Note: will be replaced by comprehensive technology survey]

A6. What percent of teachers and principals have received training on effective distance learning practices?

A7. What percent of non-teacher/principal instructional staff have received training on effective distance learning practices?

First Term Performance Metrics

Part A: Recovery Plan Implementation Measures

A8. What percent of staff have received training on appropriate health/hygiene/cleaning procedures?

A9. During the first marking period, what was the percent attendance for the entire school system? Provide for all students and disaggregated by race/ethnicity, student service groups (SWD, EL, ED), and gender.

A10. During the first marking period, what was the percent attendance for elementary schools only? Provide for all students and disaggregated by race/ethnicity, student service groups (SWD, EL, ED), and gender.

A11. During the first marking period, what was the percent attendance for middle schools only? Provide for all students and disaggregated by race/ethnicity, student service groups (SWD, EL, ED), and gender.

A12. During the first marking period, what was the percent attendance for high schools only? Provide for all students and disaggregated by race/ethnicity, student service groups (SWD, EL, ED), and gender

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A13. During the first marking period, what was the percent attendance for combined elementary/middle and/or middle/high schools only? Provide for all students and disaggregated by race/ethnicity, student service groups (SWD, EL, ED), and gender.

First Performance Term Metrics

Part B: Start-of-Year Student Diagnostic
For each grade level and subject area, report the *percent of assessed students* who the diagnostic determined were:

- "Below expectation," meaning they are estimated to be below grade level and/or behind where the diagnostic predicted they would have been at the start of the school year given their academic progress during the previous school year

- "At expectation," meaning they are estimated to be on grade level and/or at the level predicted by the diagnostic given their academic progress during the previous school year

- "Above expectation," meaning they are estimated to be ahead of grade level and/or ahead of where the diagnostic predicted they would have been at the start of the school year given their academic progress during the previous school year

First Term Performance Metrics

Part C: Implementation Narrative

C1. Describe the way the system implemented the Recovery Plan's process to accelerate learning and/or provide support in recovering learning loss. How has the system used the results of the diagnostic assessment and other information to identify and address student learning needs? How is instruction being delivered and adapted to meet student learning needs?

C2. Describe the way the system is following the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act (ADA).

C3. Describe the way students who are consistently marked absent are being engaged.

C4. Describe the way the system has been tracking attendance when students are engaged in distance learning. How is the system's attendance policy being implemented? What is the process for determining that a student is "present" or "absent" when engaged in distance learning (particularly when learning is asynchronous)? How is that information recorded centrally by the system?

C5. If any students participated in in-person instruction, please describe the circumstances under which this took place. If possible, include:

- The number of participating students
- The grade level(s) of participating students
- The demographics of participating students, including race/ethnicity, service group membership, and gender
- The frequency and duration of in-person instruction (daily/weekly, number of minutes per session, etc.)
- The format of in-person instruction (how many students per instructor, whether students worked through distance learning material in the same physical space or whether the instructor provided direct instruction, whether the instructor was the teacher of record, etc.)
- How students were selected to participate in in-person instruction
- Where in-person instruction took place

Maryland Comprehensive Assessment Program (MCAP)

Maryland Comprehensive Assessment Program

	Mathematics	English Language Arts/Literacy	Science	Social Studies
GENERAL EDUCATION	Mathematics 3–8 Algebra I Geometry Algebra II	ELA/L 3–8, 10	MISA 5* MISA 8* HS MISA*	Social Studies 8 Government

* Maryland Integrated Science Assessment

General Assessment Development

Educational Testing Services (ETS)

- Mathematics 3-8, Algebra I*, Geometry, Algebra II
- English language arts/literacy 3-8, 10*
- Maryland Integrated Science Assessment (MISA)
- 5 and 8
- Social Studies 8

Cognia (includes administration)

- High School MISA*
- High School Government

*Graduation Assessments

Assessment Administration

Administration, Scoring and Reporting (ASR) – Pearson

- Pearson was the previous ASR vendor for the New Meridian (PARCC) tests and for MISA 5 and 8.
- The platform is familiar to the field.
- Test coordination and student experience should be consistent from past years.

Maryland Comprehensive Assessment Program

ALTERNATIVE ASSESSMENT	Alt Mathematics 3–8, 10 Alt English Language Arts/ Literacy 3–8, 10 Alt MISA 5, 8, 11
ENGLISH LEARNERS	ACCESS for ELLs K–11
EARLY CHILDHOOD	Kindergarten Readiness Assessment (KRA)

Dynamic Learning Maps (DLM) – University of Kansas

- Alternate Assessments for mathematics, English language arts and science

World-Class Instructional Design and Assessment (WIDA) – University of Wisconsin

- Access Assessment for English language learners

Johns Hopkins University

- Kindergarten Readiness Assessment

Technical Advisory Committee (TAC)

- The TAC is made up of national experts in assessment design and administration.
- All assessment administration and design plans have been evaluated and advised on by the TAC.
- All TAC recommendations have been reviewed, addressed and incorporated into the MCAP assessments.

Technical Advisory Committee (TAC)

Members of our TAC

- Stephen G. Sireci, Ph.D. - Distinguished University Professor and Director of the Center for Educational Assessment in the College of Education at the University of Massachusetts Amherst

- Huynh Huynh. Ph.D. - is Emeritus Distinguished Professor of Educational Measurement and Statistics in the College of Education and Associate Editor of Psychometrika and Journal of Educational Statistics

- Steven Wise, Ph.D. - Vice President of Research at Northwest Evaluation Association and Director of the doctoral program in Assessment and Measurement at James Madison University

Technical Advisory Committee (TAC)

- Hong Jiao, Ph.D. - Professor in Measurement, Statistics and Evaluation at University of Maryland, College Park and Director of Maryland Assessment Research Center
- Robert Lissitz, Ph.D. - Emeritus Professor at the University of Maryland and Chair of Educational Measurement and Statistics Department
- Tamika Payton, Ph.D. - Chief Executive Officer of Psychometric Solutions which provides psychometric and educational services to private and public K-12 and post-secondary institutions

Federal Peer Review

- Each of our state assessments used for federal accountability must go through Federal Peer Review.
- Assessment peer review is the process through which a State demonstrates the technical soundness of its assessment system.
- Success on federal assessment peer review requires that the State has taken the steps to develop and implement a technically sound State assessment system.
- Therefore, the quality of our assessment system is both developed with the help of Technical Advisors and checked for quality by the federal peer review system.

Administration Timeline

We will come back in December to share information about Assessment Administration and Timelines.