To:	Members of the State Board of Education
From:	Mohammed Choudhury, State Superintendent of Schools
Date:	January 24, 2023
Subject:	Maryland School Report Card Update

Purpose

The purpose of this item is to provide an overview of the Maryland Accountability system for holding school's accountable for student performance and provide an update on the Maryland School Report Card and the release of star ratings for schools.

Background/Historical Perspective

With the Every Student Succeeds Act (ESSA), signed into law in 2015, each state is required to submit a consolidated state plan detailing how the law will be implemented, including how it will hold schools accountable for student performance. The State plan was approved by the U.S. Department of Education in early 2018, and the first Maryland School Report Card was released later that year. The State released two years of report card school results (2017-2018 and 2018-2019) prior to the COVID-19 pandemic.

Recognizing the extraordinary circumstances from the COVID-19 pandemic the U.S. Department of Education granted Maryland waivers from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year. Additionally, the U.S. Department of Education has provided flexibility to states to amend their consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA) with short-term changes to the accountability system for reporting school report cards in school year 2021-2022. Maryland requested and was approved for short-term changes December 12, 2022.

Executive Summary

The presentation provides information on the following:

- Summary of ESSA Accountability System reporting requirements;
- Overview of the Maryland School Report Card and the star ratings of schools;
- Overview of Maryland's approved short-term changes for the SY 2021-2022; and
- Timeline for the release of the Maryland School Report Card.

As part of the presentation data will be presented including chronic absenteeism data, on-track in 9th grade, and student growth measures.

Action

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

Topics

- Every Student Succeeds Act (ESSA) Requirements

- Maryland Accountability System Overview

- Comprehensive and Targeted School Improvement Schools (CSI/TSI)

- Maryland School Report Card

- Chronic Absenteeism

- Student Growth Measure

- On Track in 9th Grade

- Next Steps

ESSA Requirements

The Every Student Succeeds Act (ESSA) requires states to hold schools accountable for student outcomes.

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

- With the Every Student Succeeds Act (ESSA), signed into law in 2015, each state is required to submit a consolidated state plan detailing how it will hold schools accountable for student performance.

- Parents, teachers, principals, superintendents, community leaders, advocacy groups, the State Board of Education and MSDE staff worked together to create **an accountability system that measured relevant, actionable aspects of school performance.**

- The State plan was approved by the U.S. Department of Education in early 2018, and the first Maryland School Report Card was released later that year.

- **The State released two years of report card school results (2017-2018 and 2018-2019) prior to the pandemic and the pause in accountability.**

The US Department of Education Provided States Flexibility due to the COVID-19 Pandemic

- **Maryland was approved for an addendum in December 2022** for certain requirements in the Every Student Succeeds Act (ESSA).

- The addendum was a streamlined process provided by the US Department of Education for states to **request temporary, non-binding changes to their approved ESSA state plan accountability system.**

- The addendum was needed **due to missing and data limitations from SY 2019-2020 and SY 2020-2021** due to the COVID-19 pandemic.

- The addendum is not a formal amendment of a state's ESSA state plan and does not change the required indicators or the need to amend the ESSA plan in the future should modifications be necessary.

- Maryland has secured through the addendum, **one-year adjustments for interim targets, accountability calculations including the growth, and identification of Comprehensive and Targeted School Improvement (CSI/TSI).**

Maryland Accountability System Overview

With the Every Student Succeeds Act (ESSA) each state is required to hold schools accountable for student performance.

Maryland School Accountability System

Accountability system indicators and measure considerations:

- Accountability system **measures should differentiate between schools,** i.e. there should be a range of scores within a given measure.

- Accountability system **measures should be actionable** with results schools have control over, e.g. schools did not have control over COVID-19 cases or quarantining rules.

- Accountability system **measures should be statewide, valid and reliable**.

Accountability System Framework: High Schools

65%	35%

Academic Achievement

30% Performance Composite for English Language Arts and Math

Graduation Rate

15% Adjusted Cohort Graduation Rate Composite

English Language Proficiency

10% Progress in Achieving English Language Proficiency

Readiness For Postsecondary Success

5% On-Track in 9th grade

5% Credit for Completion of a Well-Rounded Curriculum

School Quality/ Student Success

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum

Accountability System Framework: High Schools

Readiness for Postsecondary Success
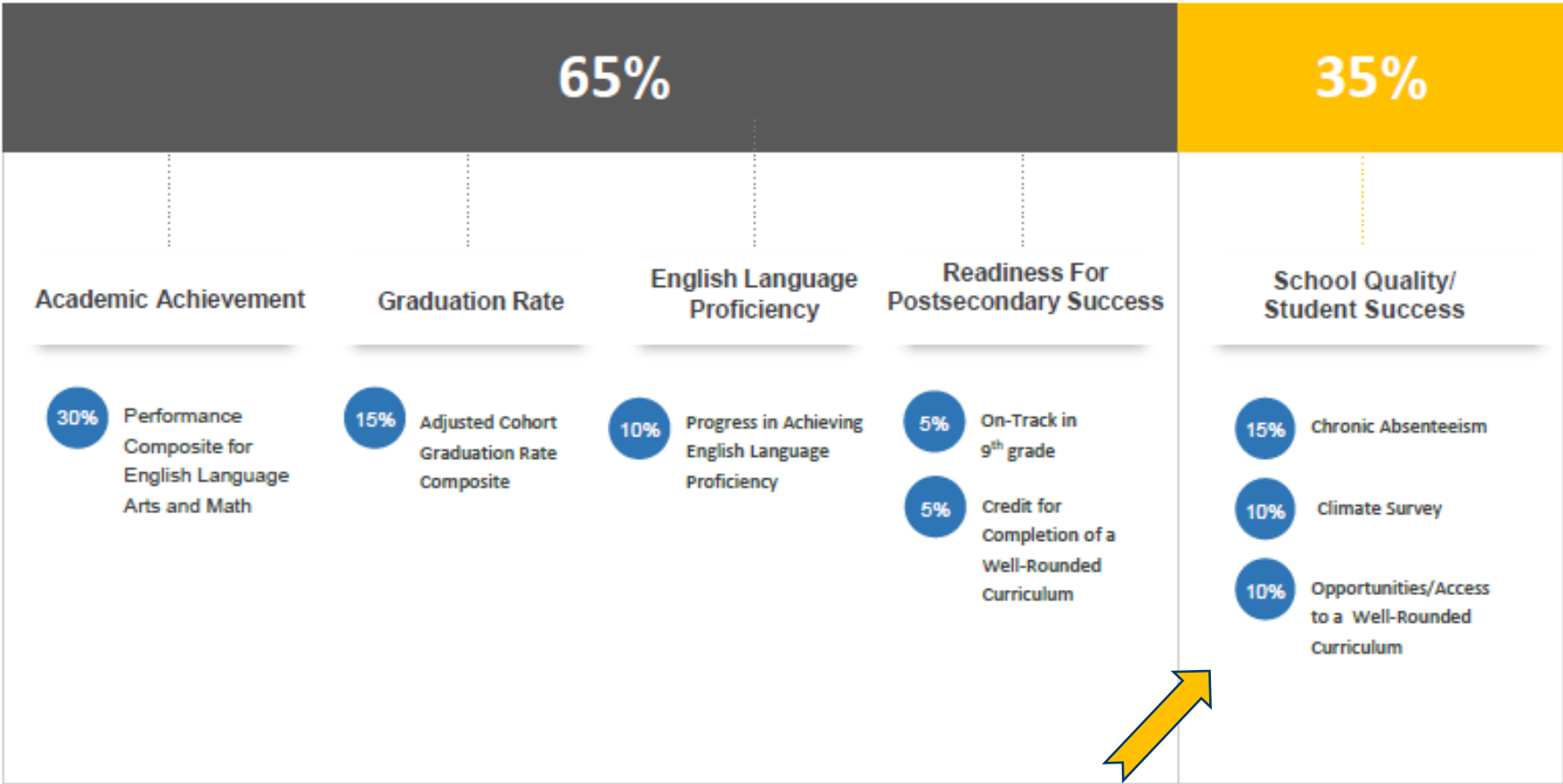
- Percent of 9th Grade students, earning at least four credits in: ELA, math, science, social studies, or world language.

65% **35%**

Academic Achievement
- 30% Performance Composite for English Language Arts and Math

Graduation Rate
- 15% Adjusted Cohort Graduation Rate Composite

English Language Proficiency
- 10% Progress in Achieving English Language Proficiency

Readiness For Postsecondary Success
- 5% On-Track in 9th grade
- 5% Credit for Completion of a Well-Rounded Curriculum

School Quality/ Student Success
- 15% Chronic Absenteeism
- 10% Climate Survey
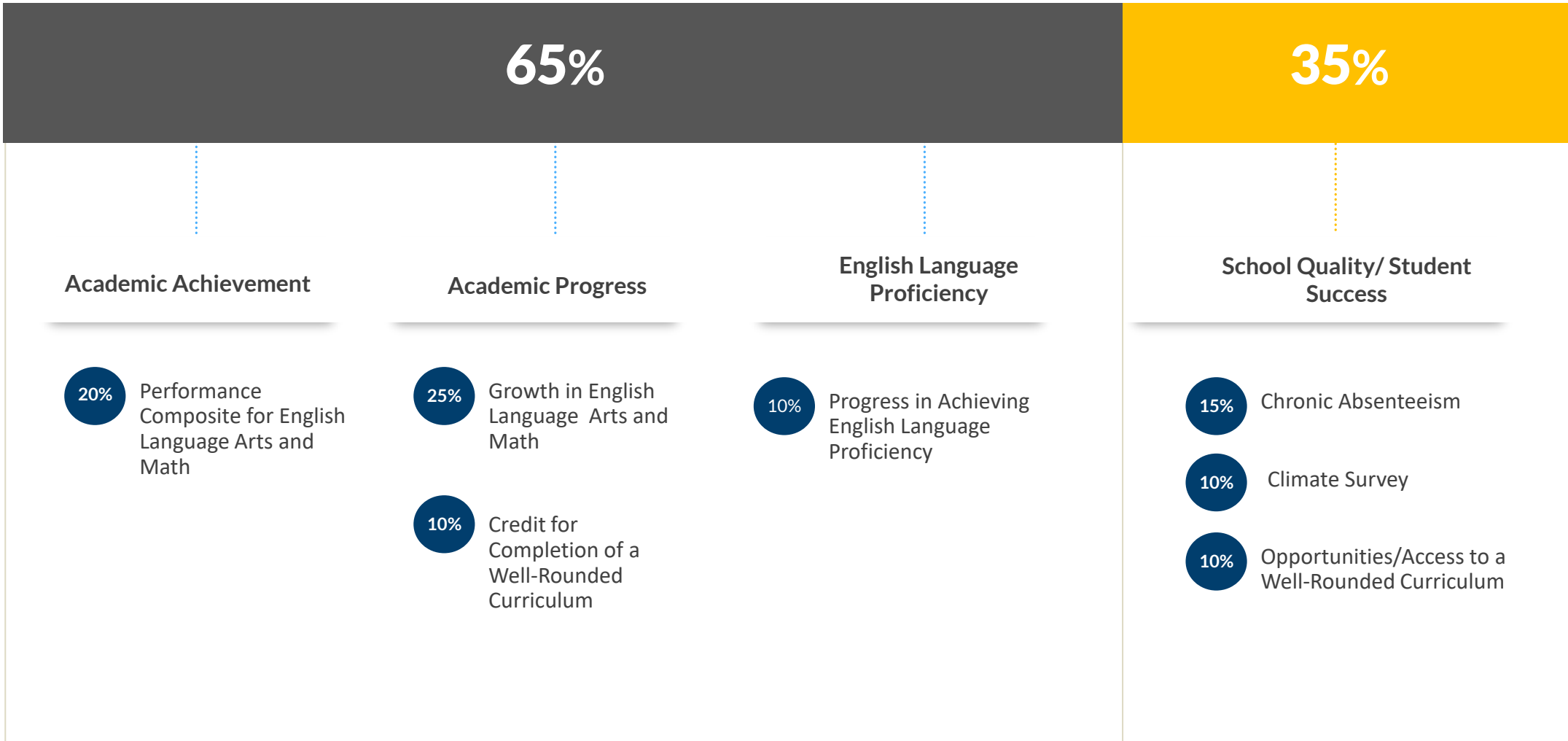- 10% Opportunities/Access to a Well-Rounded Curriculum

Accountability System Framework: High Schools

School Quality/School Success
High School

- A measure of the percent of students chronically absent defined as a student absent 10 percent or more school days.
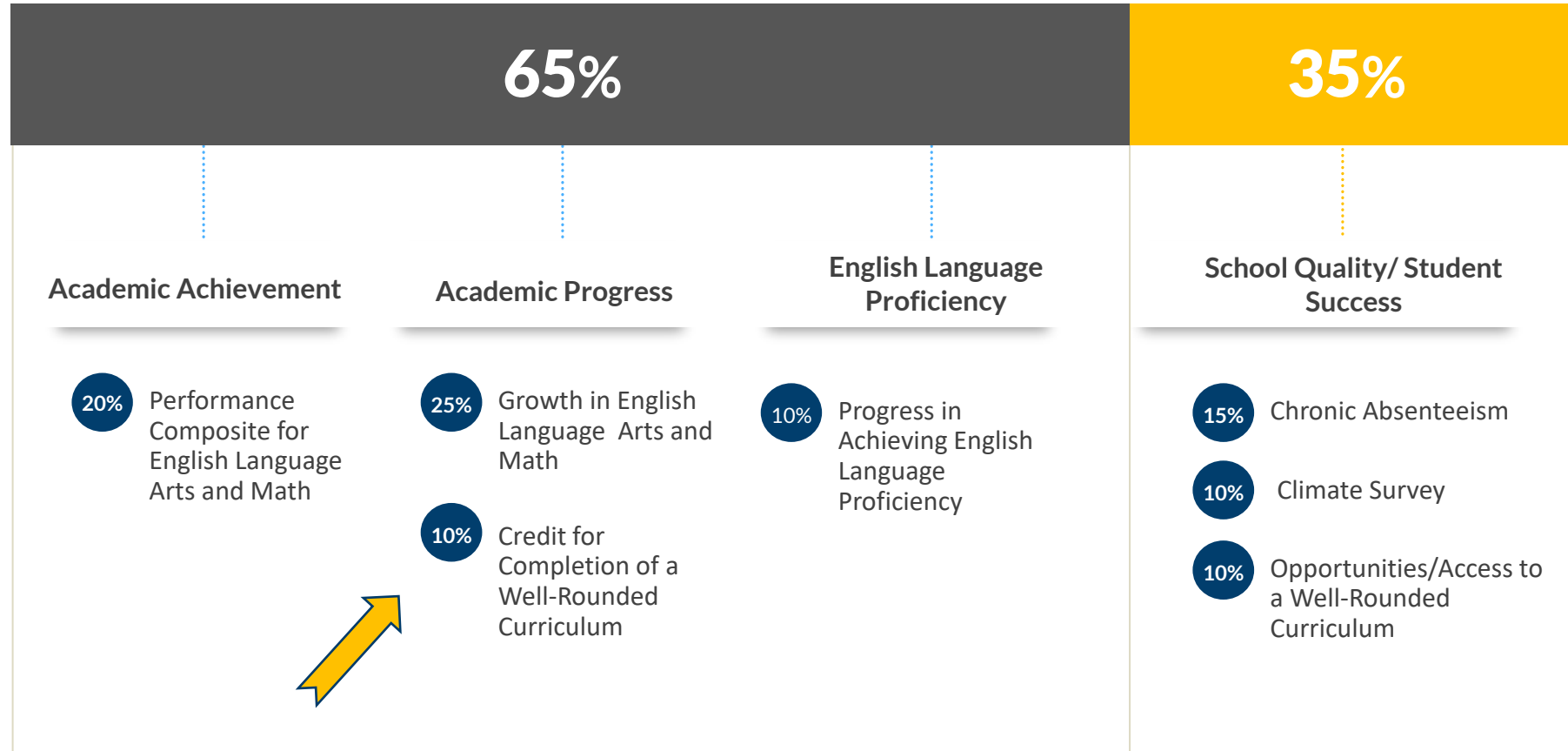
65%

35%

Academic Achievement

30% Performance Composite for English Language Arts and Math

Graduation Rate

15% Adjusted Cohort Graduation Rate Composite

English Language Proficiency

10% Progress in Achieving English Language Proficiency

Readiness For Postsecondary Success

5% On-Track in 9th grade

5% Credit for Completion of a Well-Rounded Curriculum

School Quality/ Student Success

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum

Accountability System Framework: Elementary, Middle Schools

65%	35%

Academic Achievement

20% Performance Composite for English Language Arts and Math

Academic Progress

25% Growth in English Language Arts and Math

10% Credit for Completion of a Well-Rounded Curriculum

English Language Proficiency

10% Progress in Achieving English Language Proficiency

School Quality/ Student Success

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum

Accountability System Framework: Elementary, Middle Schools

	65%		35%

Academic Progress

- Median student growth percentile in ELA and mathematics.

Academic Achievement

20% Performance Composite for English Language Arts and Math

Academic Progress

25% Growth in English Language Arts and Math

10% Credit for Completion of a Well-Rounded Curriculum

English Language Proficiency

10% Progress in Achieving English Language Proficiency

School Quality/ Student Success

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum

Accountability System Framework: Elementary, Middle Schools

School Quality/School Success Elementary and Middle Schools

- A measure of the percent of **students chronically absent** defined as a student absent 10 percent or more school days.

65%

35%

Academic Achievement

Academic Progress

English Language Proficiency

School Quality/ Student Success

20% Performance Composite for English Language Arts and Math

25% Growth in English Language Arts and Math

10% Credit for Completion of a Well-Rounded Curriculum

10% Progress in Achieving English Language Proficiency

15% Chronic Absenteeism

10% Climate Survey

10% Opportunities/Access to a Well-Rounded Curriculum
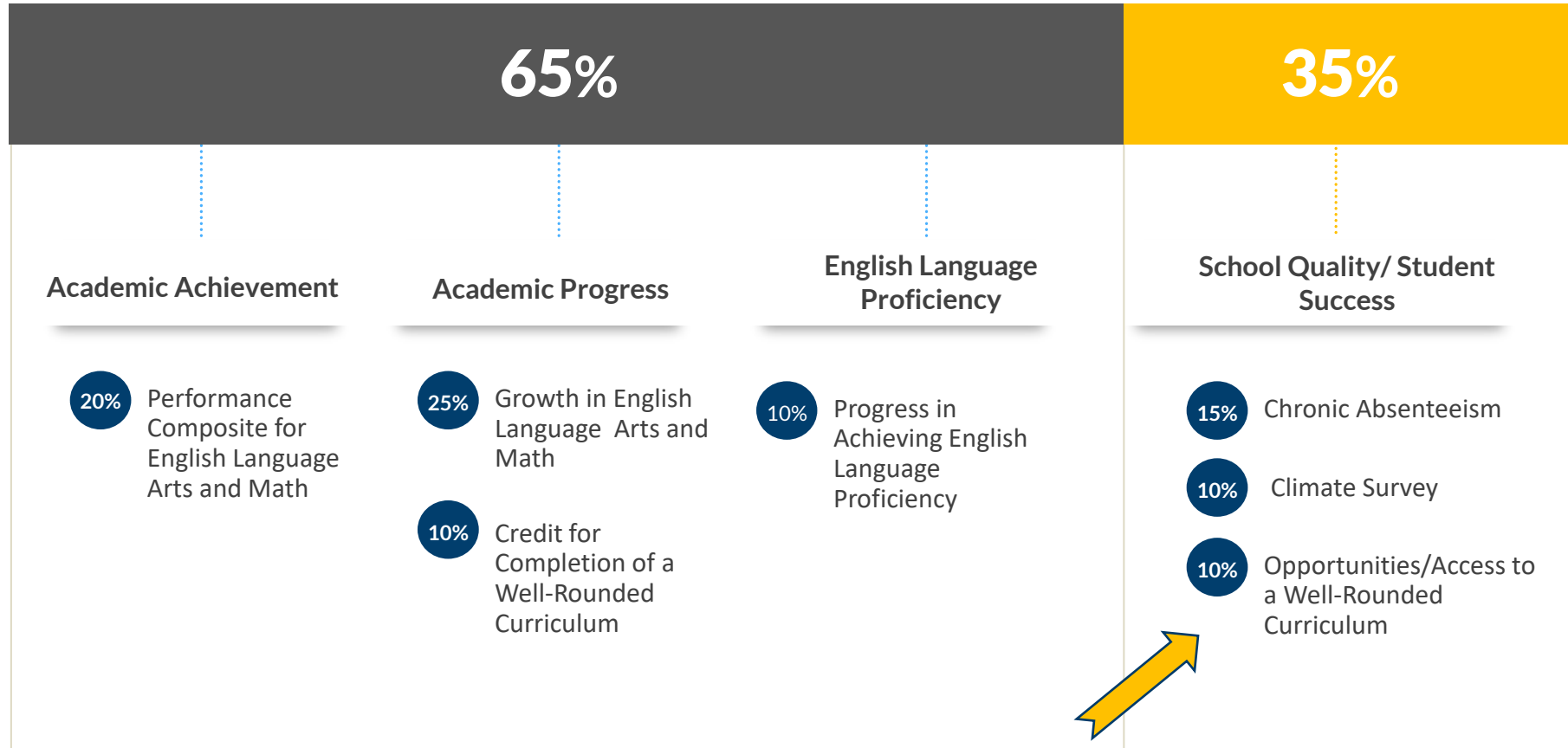
Maryland Interim and Long Term Targets

With the flexibility provided by the US Department of Education and approved waivers, Maryland is shifting the interim targets out two years. For example, a school's target for the percent of students proficient in ELA for SY 2021-2022 (54%) will be the target from two years prior or SY 2019-2020.

Interim and Long Term Targets	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Prior Target Timeline	50%	52	54	56	58	60	62	64	66	68	70	72	75%		
New Target Timeline	50%	52	→	→	54	56	58	60	62	64	66	68	70	72	75%

Targets Include:

Achievement indicator: (1) ELA proficiency and (2) mathematics proficiency

Graduation rate indicator: (3) 4-year adjusted cohort rate and (4) 5-year adjusted cohort rate

Progress towards English language proficiency indicator: (5) On-track to English language proficiency

Targets displayed here are for illustrative purposes only.

Comprehensive and Targeted School Improvement Schools (CSI/TSI)

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

Comprehensive and Targeted School Improvement Schools (CSI/TSI) Overview

- Maryland was approved for waivers from assessment and accountability requirements in SY 2019-2020 due to COVID-19.

- The US Department of Education required assurances from states receiving waivers that **the identification of CSI and TSI schools would be made in SY 2022-2023 based on data from SY 2021-2022 accountability system results.**

- The criteria for school identification will remain unchanged and use all indicators in the accountability system.

- The missing SY 2019-2020 data and the limitations and challenges during SY 2020-2021 require adjustments to Maryland's Accountability System including adjustments to the timeline for identification and exit of CSI and TSI schools.

Comprehensive School Improvement (CSI) Schools

Maryland identified the first cohort of CSI schools in SY 2018-2019. The first cohort of schools may be eligible to exit in SY 2022-2023. Using all indicators in the accountability system, the second cohort of CSI schools will be identified in SY 2022-2023 based on data from SY 2021-2022.

Type of School Identification	Description	Timeline for Identification	Identification of First Cohort*	Exit Criteria from First Cohort	Identification of Second Cohort*
Lowest Performing	Not less than the lowest-performing five percent of schools in the State participating in Title I.	At least once every three years	2018 – 2019	• No longer in the bottom 5% of schools. • Met targets for 1 year (SY 2021-2022) for All Students.	~~2021-2022~~ 2022-2023
Low Graduation Rate	All public high schools in the State failing to graduate one third or more of their students.	At least once every three years	2018 – 2019	• Have 4-Year Adjusted Cohort Graduation rate exceeding 67.7% for SY 2020-2021	~~2021-2022~~ 2022-2023

* Identification Year is determined from accountability system results from the prior school year. The identification year 2022-2023 is based on accountability system results from SY 2021-2022.

Additional Targeted School Improvement (TSI) Schools

Maryland identified the first cohort of TSI schools in SY 2018-2019. Any Title I school not exiting in SY 2021-2022 will be identified as having a chronically low-performing student group.

Types of School	Description	Timeline for Identification	Identification of First Cohort*	Exit Criteria from First Cohort	Identification of Second Cohort*
Low-Performing Student Group	Schools where one or more student group(s) is performing the same or worse than the lowest performing five percent of Title I schools.	At least once every three years	2018-2019	The student group is not performing as low as the lowest 5% of Title I schools.	~~2021-2022~~ 2022-2023

Type of School	Description	Timeline for Identification	Identification of First Cohort*	Identification of Second Cohort*
Chronically Low-Performing Student Group	Any Title I school identified for targeted support and improvement for a low-performing student group that did not exit.	At least once every three years	Title I School with TSI Low-Performing Student Group that does not exit ~~2021-2022~~ 2023-2024	2026-2027

* Identification Year is determined from accountability system results from the prior school year. The identification year 2022-2023 is based on accountability system results from SY 2021-2022.

Maryland School Report Card

Maryland will publish School Report Cards for SY 2021-2022 after a two year pause due to the COVID-19 pandemic.

Home   State   Districts & Schools   Resources   Help Guides

2021 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 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

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

Maryland School Report Card: Overview

- Each school's results on the Maryland accountability system are compiled and reported on the Maryland Report Card website.

- The Maryland School Report Card has disaggregated data showing how each student group performed.

- The Maryland Report Card website and the School Report Cards are designed to spark conversation, ideas, and solutions for Maryland schools.

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

Maryland Report Card Timeline

Maryland will be releasing SY 2021-2022 data as available with the expected timeline provided below. The release of assessment data is delayed due to the requirement for standard setting for all new assessments. In future years, **Maryland will continue to prioritize a rapid release of assessment data and provide as soon as data is available.**

	December	January	February
Preliminary Statewide Data: ELA, Mathematics	x	NA	
School Climate Survey	x		
Final Assessment Results: ELA, Mathematics, Science, Government, English Language Proficiency		x	
Maryland School Report Card			x
Cohort Graduation Rate 2022			x

Chronic Absenteeism

Maryland annually reports chronic absenteeism data and results are included in the Maryland Accountability System.

National Perspective Chronic Absenteeism in 2021-2022

Nationally, **chronic absenteeism drastically increased** in 2021-22, likely due to COVID-19 cases and CDC quarantining guidelines:

- Before the pandemic, about **16**% of students in the U.S. were chronically absent.[1]

- In school year 2021-2022, an estimated **third of students** were chronically absent.[2]

1 U.S. Department of Education. Chronic Absenteeism in the Nation's Schools. https://www2.ed.gov/datastory/chronicabsenteeism.html

2 Attendance Works. (2022, September 27) Pandemic Causes Alarming Increase in Chronic Absence and Reveals Need for Better Data. https://www.attendanceworks.org/pandemic-causes-alarming-increase-in-chronic-absence-and-reveals-need-for-better-data/

Definition of students chronically absent

In Maryland's ESSA plan and federal reporting guidelines:

- "Absent" means "a student is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. **Chronically absent students include students who are absent for any reason** (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused."

- Chronically absent means a student is absent 10 percent or more school days during the school year in membership at least ten days.

- For example, a student who is registered to attend a school for 30 days and who is absent 3 of those 30 days is considered chronically absent.
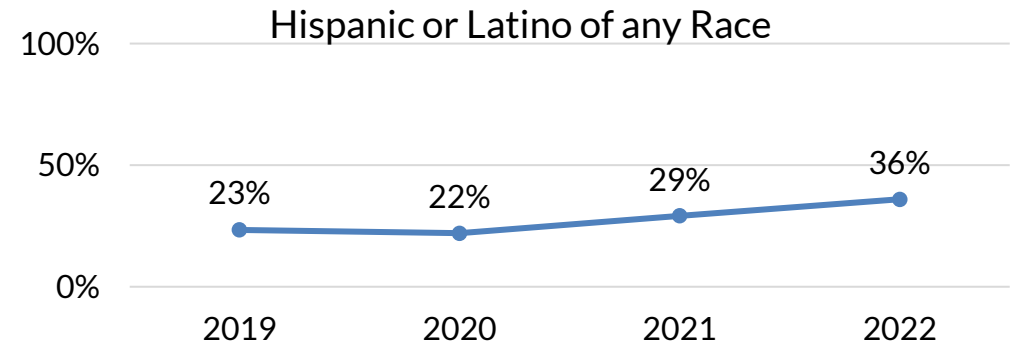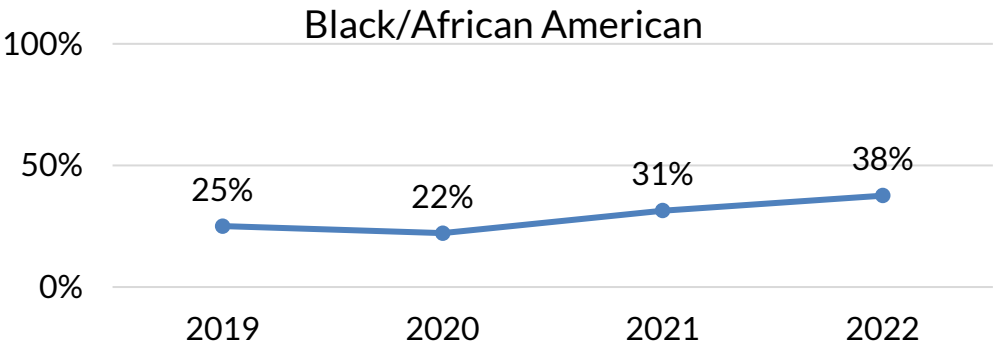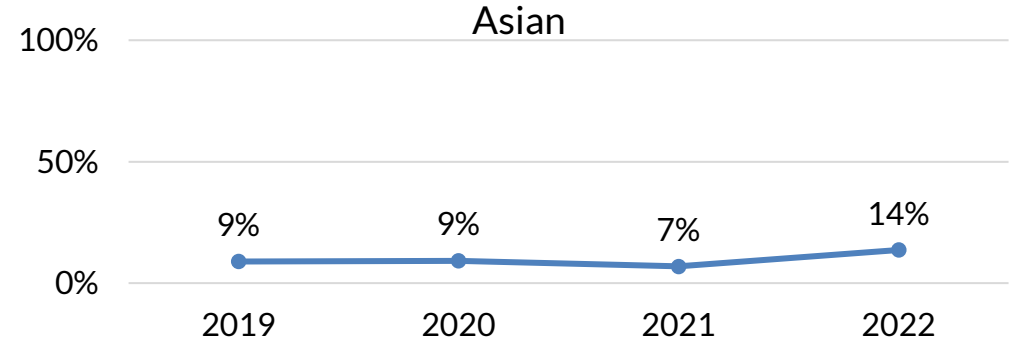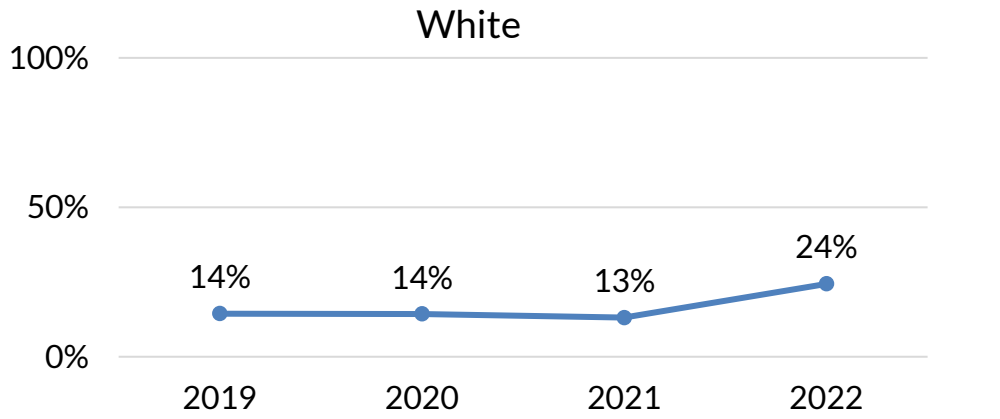
Chronic Absenteeism in Maryland in SY 2021-2022

In Maryland, chronic absenteeism was significantly higher in SY 2021- 2022 when compared to SY 2018-2019. Chronic absenteeism rates rose substantially across all three grade spans in SY 2021-2022, nearly doubling at the elementary grade span.
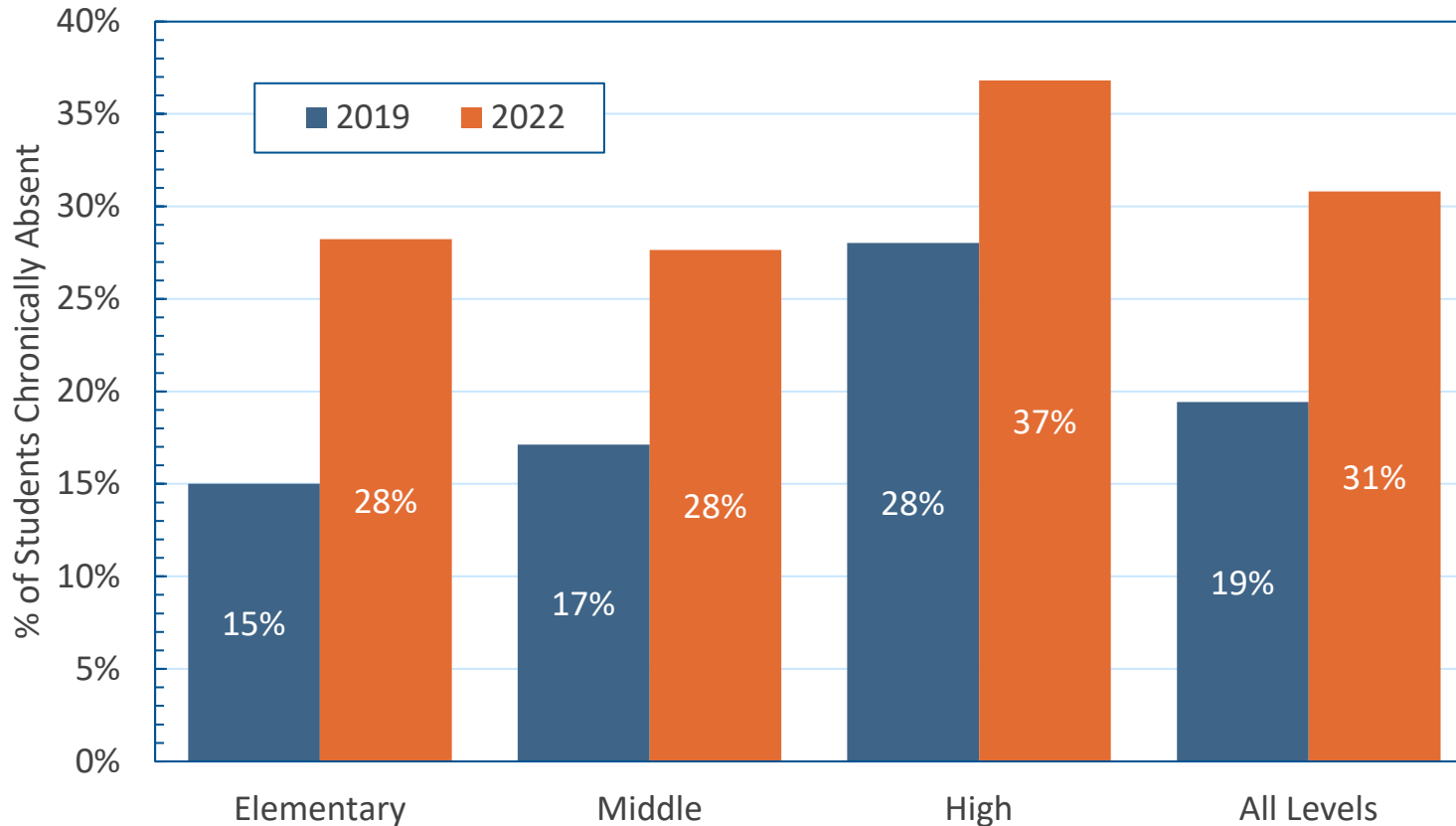
Chronic Absenteeism by Race/Ethnicity Trend

In Maryland, chronic absenteeism rates have risen across all races/ethnicities as compared to pre-pandemic levels.

White

	2019	2020	2021	2022
	14%	14%	13%	24%

Asian

	2019	2020	2021	2022
	9%	9%	7%	14%

Black/African American

	2019	2020	2021	2022
	25%	22%	31%	38%

Hispanic or Latino of any Race

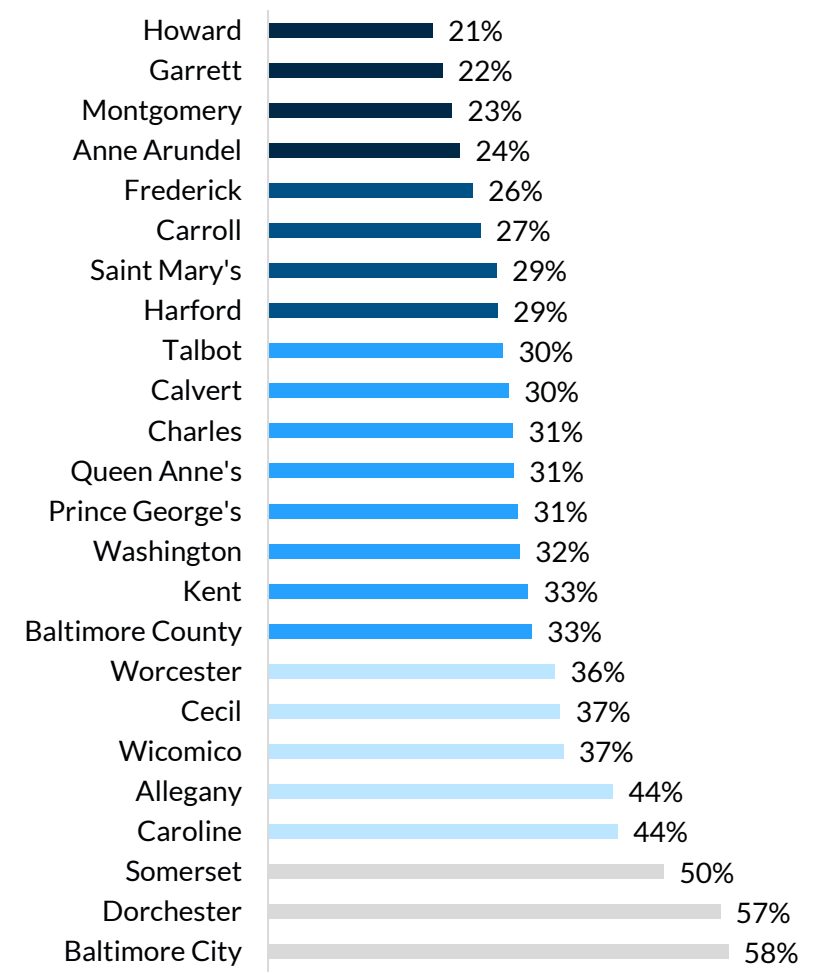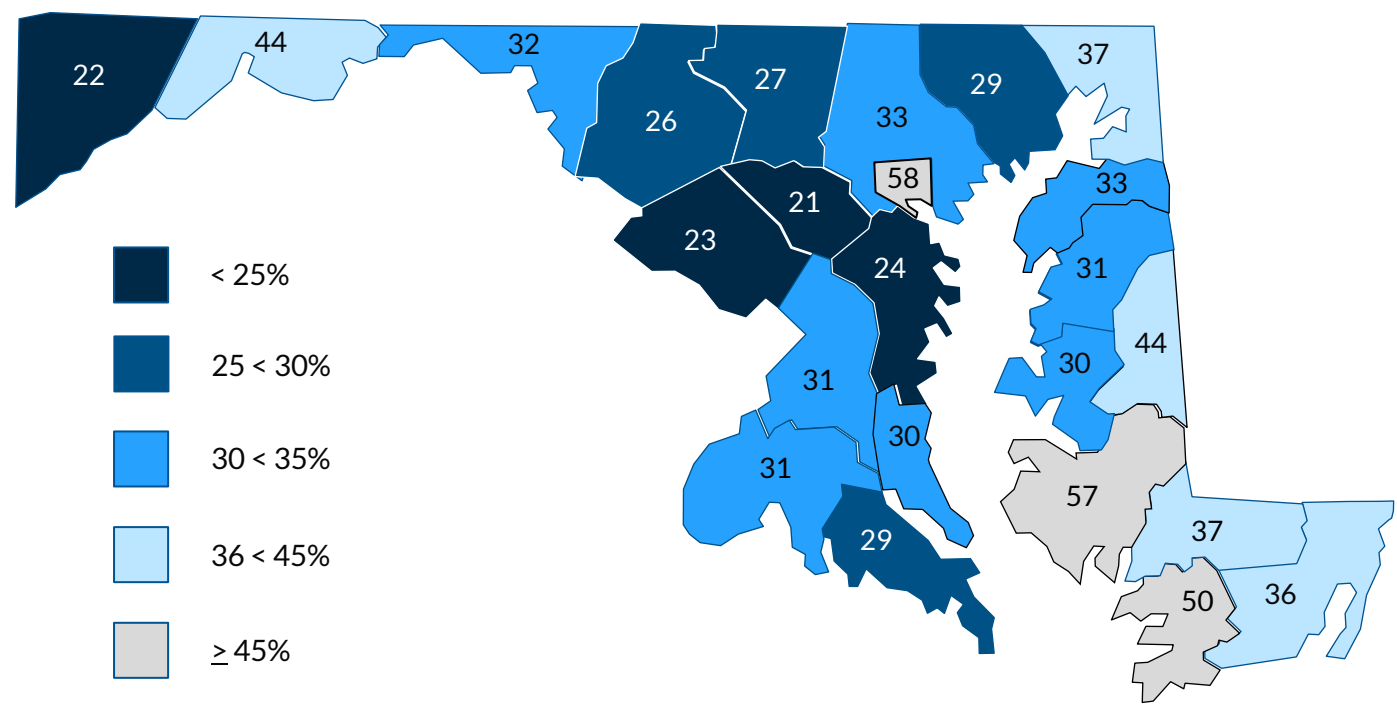|	2019	2020	2021	2022
	23%	22%	29%	36%

Source: MD Report Card

Chronic Absenteeism by Student Group Trend

In Maryland, chronic absenteeism rates have risen across all student groups as compared to pre-pandemic levels.
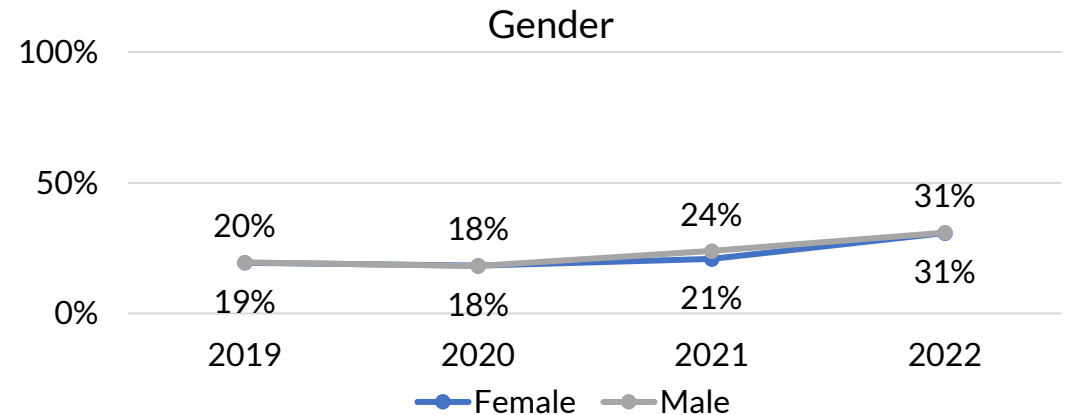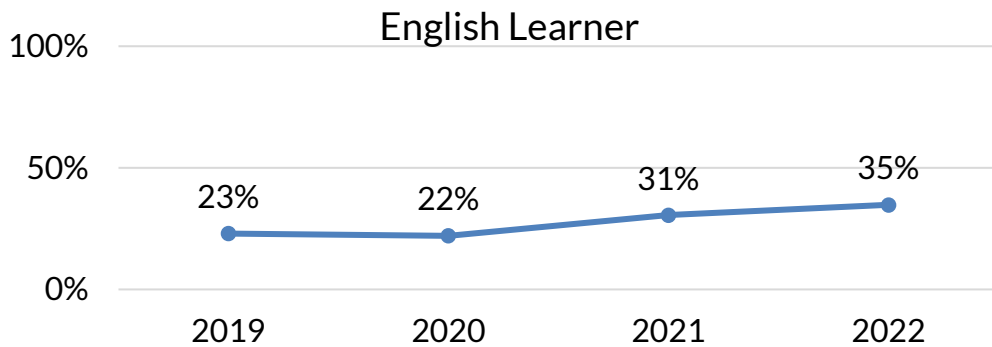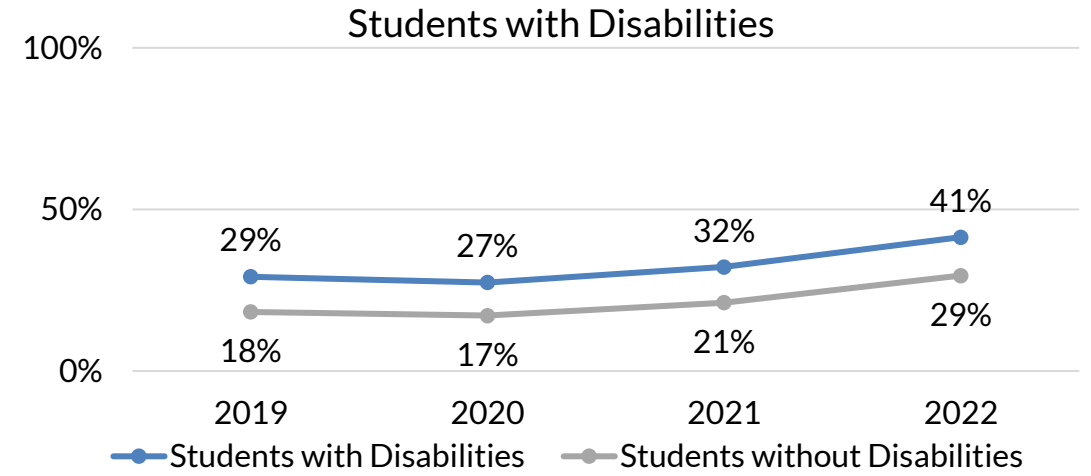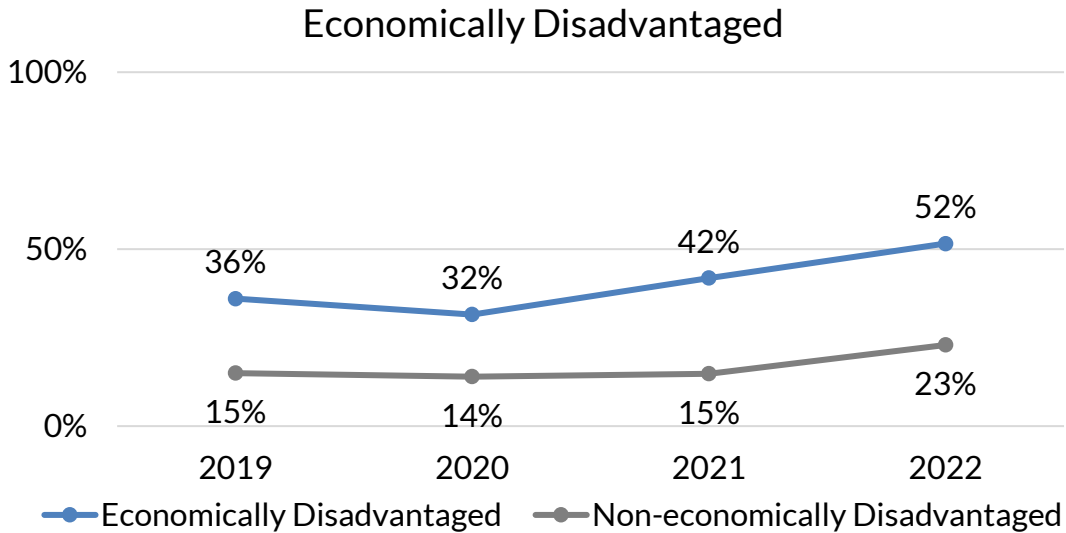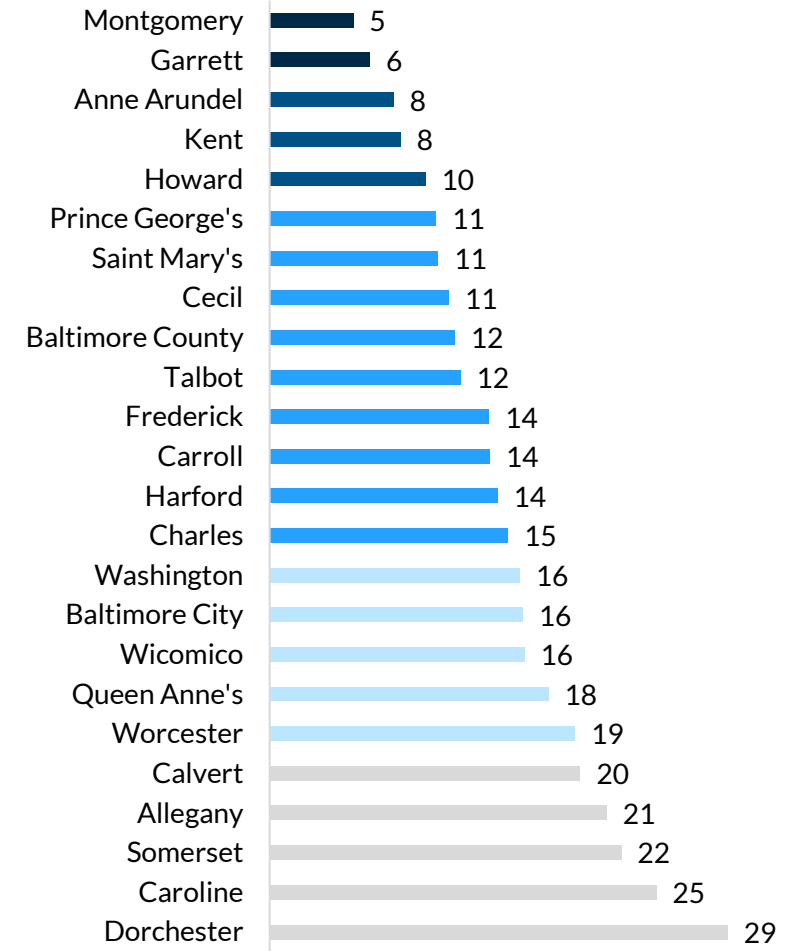
Chronic Absenteeism Rate by LEA, SY 2021-2022

Statewide, Maryland schools had a chronic absenteeism rate of 31% during SY 2021-2022.

Legend:
- < 25%
- 25 < 30%
- 30 < 35%
- 36 < 45%
- ≥ 45%

LEA	Rate
Howard	21%
Garrett	22%
Montgomery	23%
Anne Arundel	24%
Frederick	26%
Carroll	27%
Saint Mary's	29%
Harford	29%
Talbot	30%
Calvert	30%
Charles	31%
Queen Anne's	31%
Prince George's	31%
Washington	32%
Kent	33%
Baltimore County	33%
Worcester	36%
Cecil	37%
Wicomico	37%
Allegany	44%
Caroline	44%
Somerset	50%
Dorchester	57%
Baltimore City	58%

Source: MD Report Card

Change in Chronic Absenteeism by LEA, SY 2018-2019 and SY 2021-2022

Maryland experienced an 11-percentage point increase in its chronic absenteeism when comparing the SY 2019 to SY 2022.

Legend:
- < 7
- 7 < 11
- 11 < 16
- 16 < 20
- ≥ 20

Bar chart values:
LEA	Value
Montgomery	5
Garrett	6
Anne Arundel	8
Kent	8
Howard	10
Prince George's	11
Saint Mary's	11
Cecil	11
Baltimore County	12
Talbot	12
Frederick	14
Carroll	14
Harford	14
Charles	15
Washington	16
Baltimore City	16
Wicomico	16
Queen Anne's	18
Worcester	19
Calvert	20
Allegany	21
Somerset	22
Caroline	25
Dorchester	29
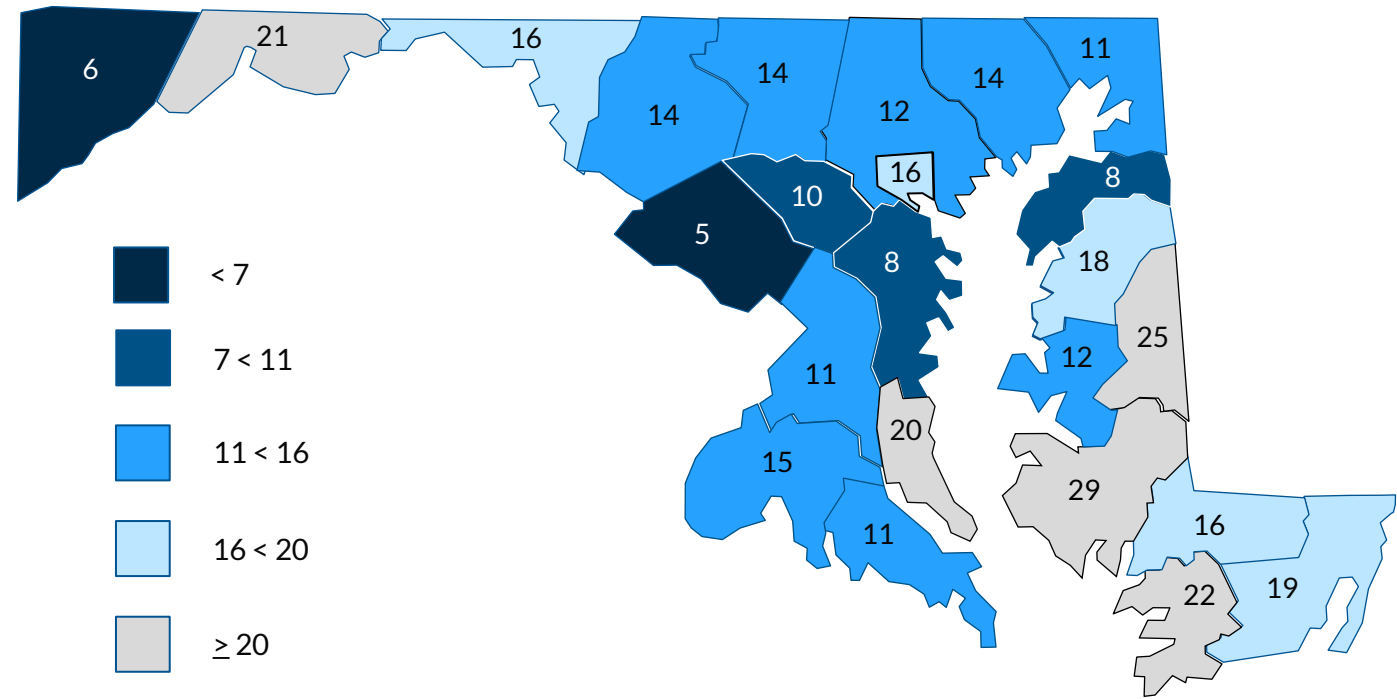
Source: MD Report Card

Maryland School Accountability: Chronic Absenteeism

Chronic absenteeism accounts for 15 points out of a 100 possible points. Under the current methodology a minimum point (1) is awarded to schools with % not chronically absent **less than 60%.** Maximum points (15) is awarded to schools with % not chronically absent **greater than 96%.**

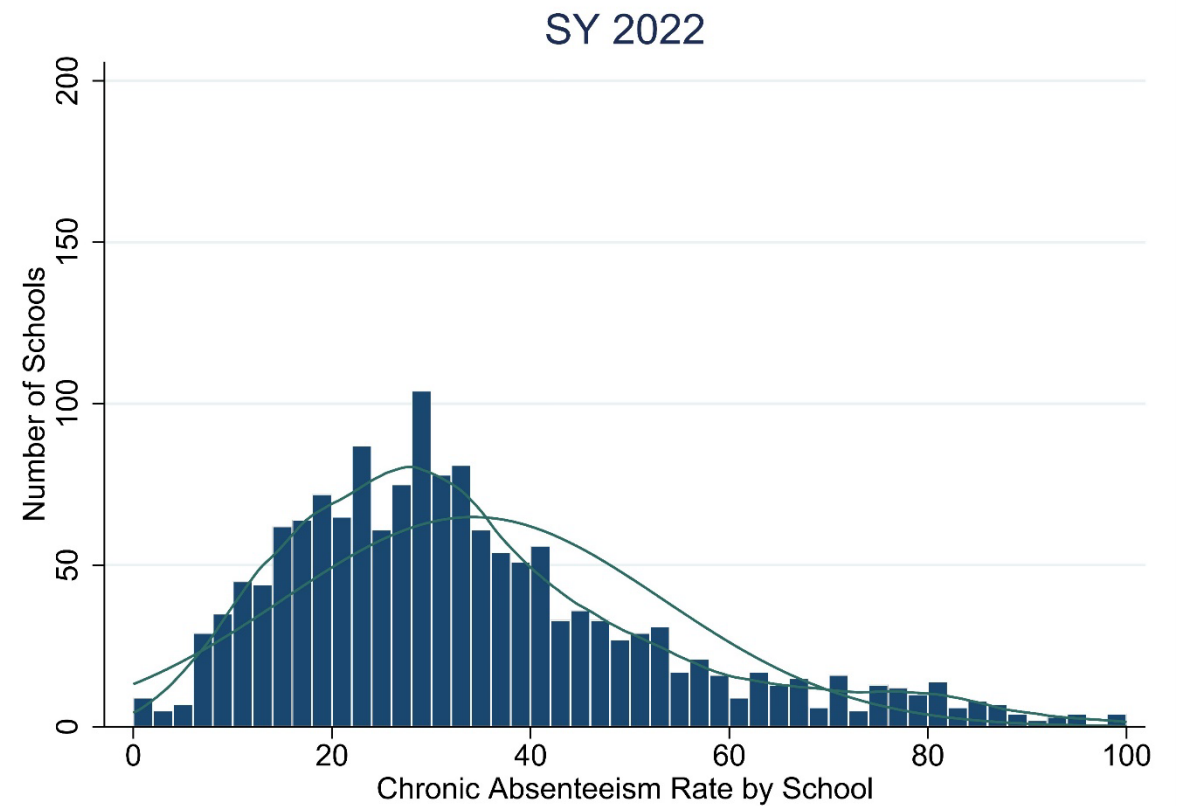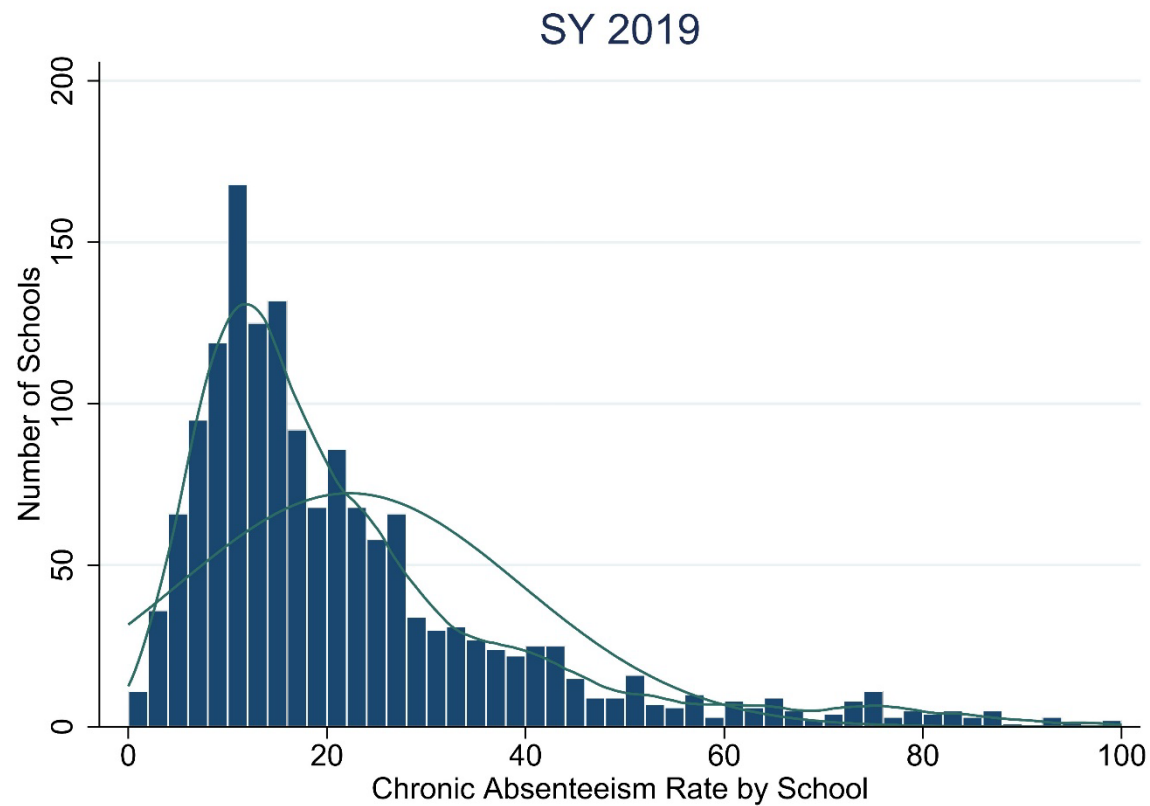| **Chronic Absenteeism**				Grades K-5
POSSIBLE POINTS **15**	Percent of students not chronically absent		Points are awarded using the "Chronic Absenteeism Points Awarded" table below	**15**

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.

Source: MD Report Card

Chronic Absenteeism by School

Statewide there was a large increase in chronic absenteeism experienced by schools in SY 2021-2022 as compared to SY 2018-2019.

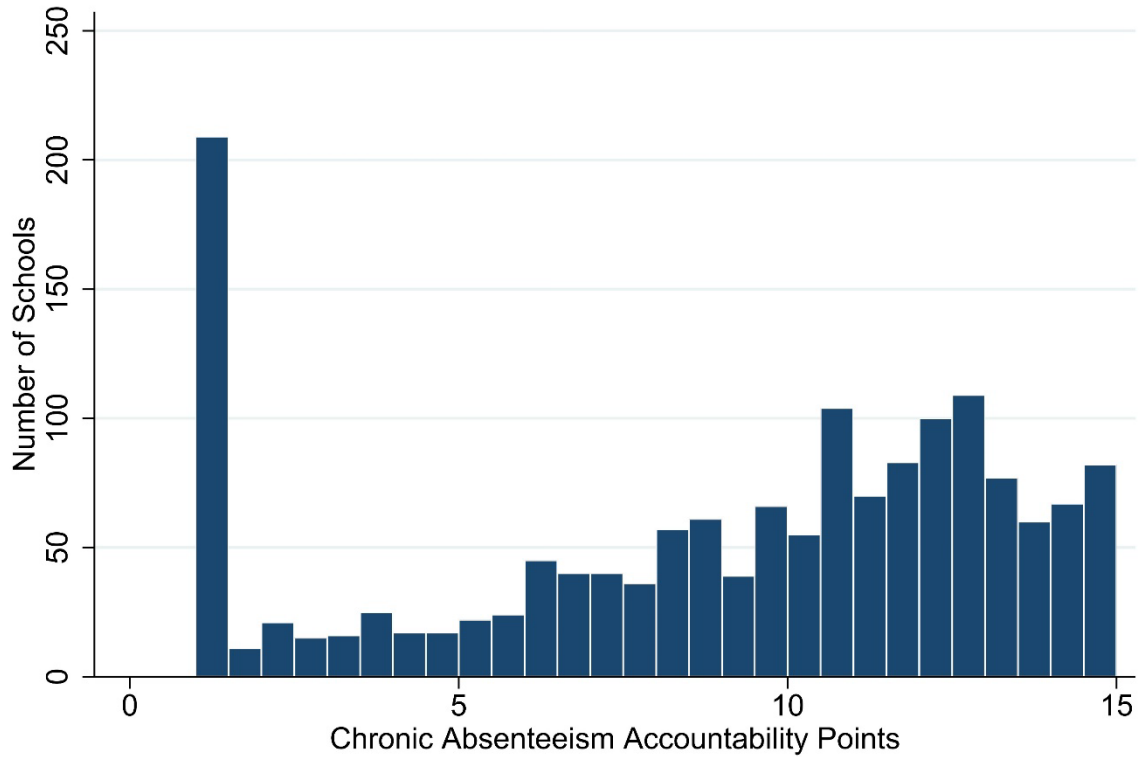# Chronic Absenteeism by Earned Accountability Points

Schools earn points on the Maryland Accountability System based on chronic absenteeism results. Due to the increase in chronic absenteeism in SY 2021-2022, school results would be impacted under the existing system.
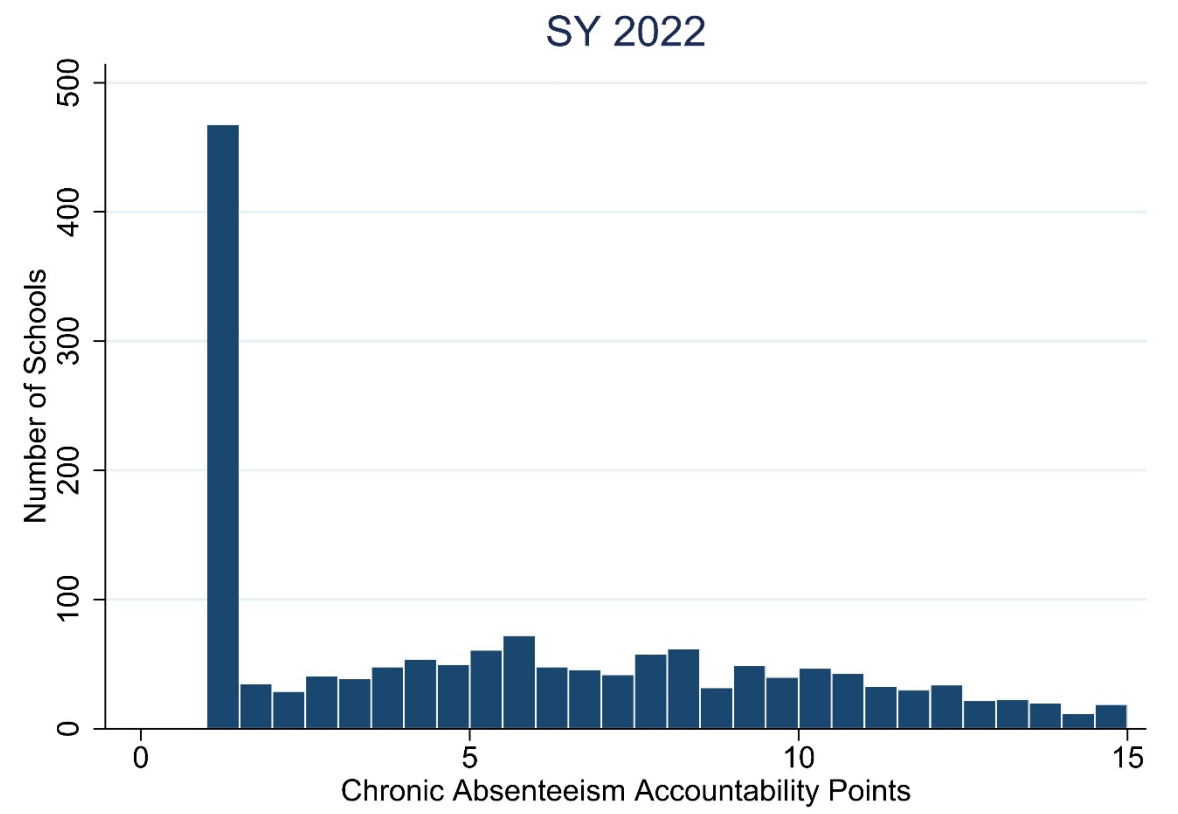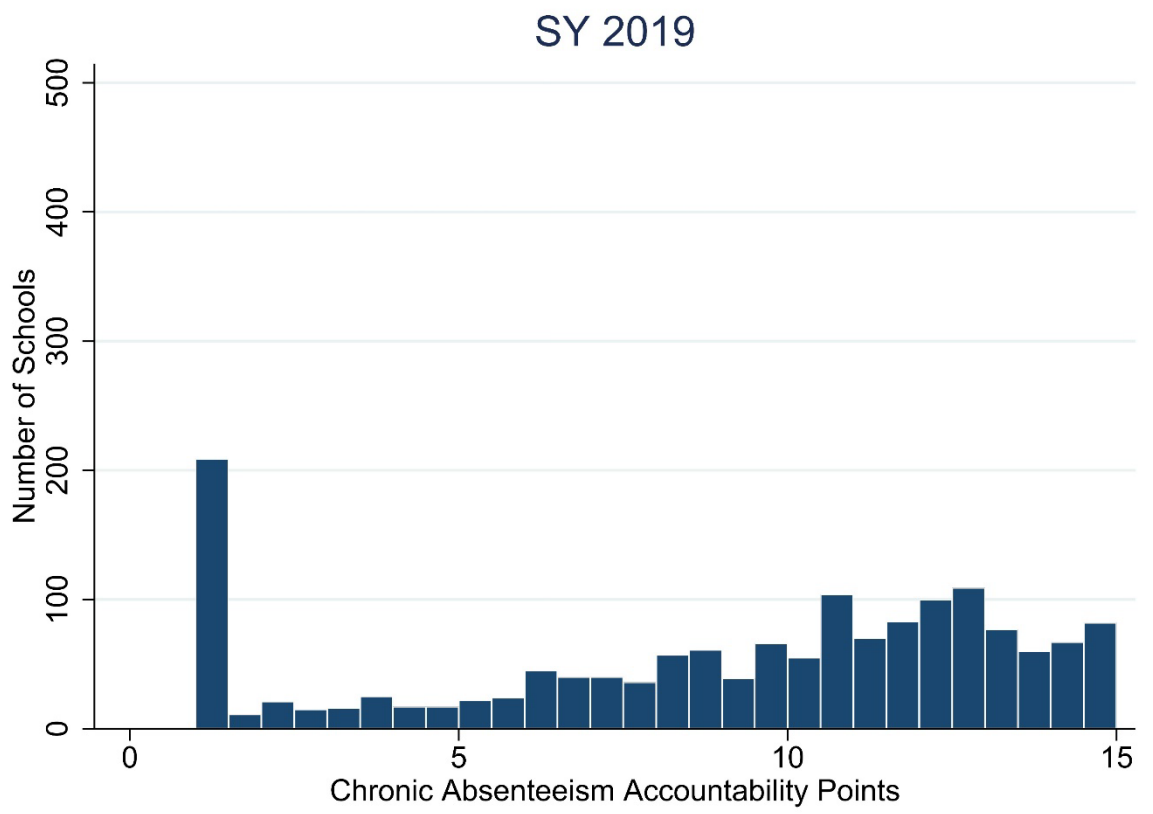
Accountability One Year Adjustment: Chronic Absenteeism

For SY 2021-2022 only, Maryland will adjust the awarding of points for chronic absenteeism results to maintain the scoring distribution compared to pre-pandemic levels. Adjusting the minimum point upper limit to 44% and the maximum point lower limit to 92% matches pre-pandemic point distributions.

Student Growth Measure
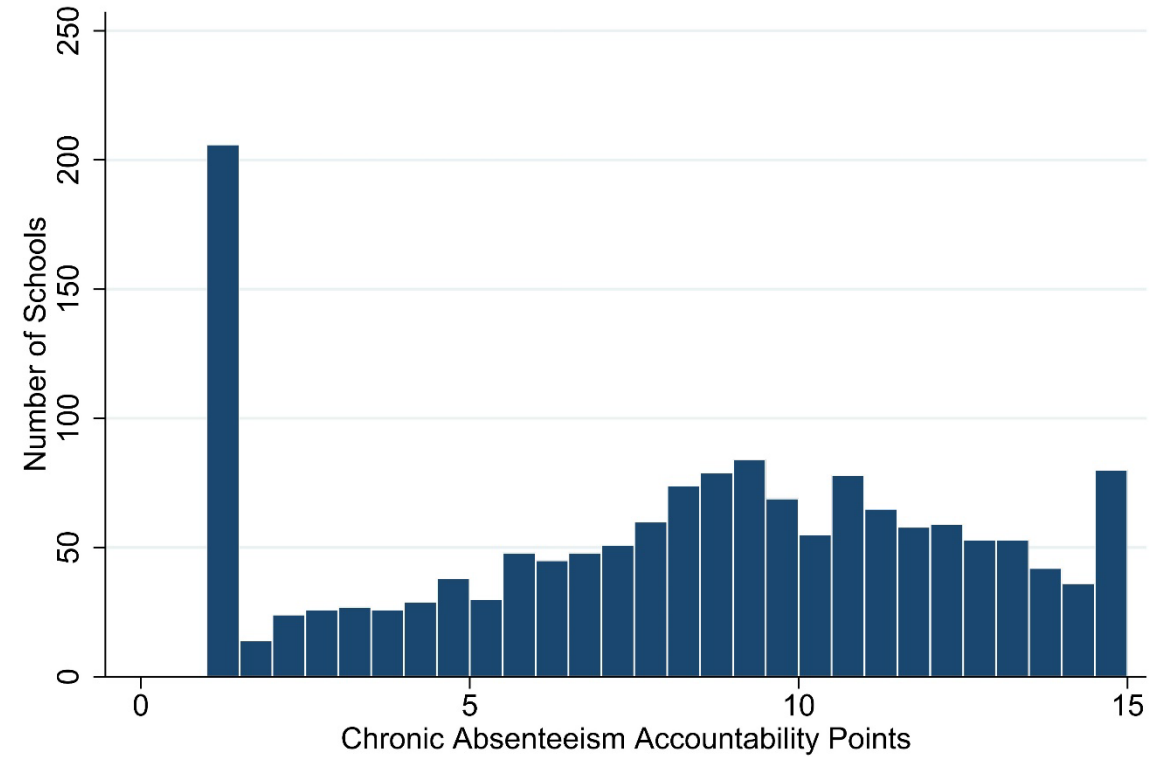
Maryland's accountability system includes a student growth measure which must be adjusted due to data limitations caused by the COVID-19 pandemic.

Maryland Accountability System Student Growth Measure Overview

- Maryland's current Accountability System uses a median Student Growth Percentile (SGP) in English language arts and mathematics and **is a total of 25 points in the Academic Progress for Elementary and Middle schools.**

- A student's SGP is calculated from academic peers with the SGP score indicating the percentage of academic peers scoring equal to or above whom the student scored (1 (low) to 99 (high)).

- A school's SGP will be calculated as the median SGP of students for whom an SGP can be calculated.

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

POSSIBLE POINTS		MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS	MEDIAN SGP *	EARNED POINTS
	Earned Points are awarded for ELA and math by:	0 - 20.0	1	33.60 - 36.40	4	50.00 - 52.70	7	66.40 - 69.10	10
12.5	Median student growth percentile (SGP), English Language Arts	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
12.5	Median student growth percentile (SGP), math	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

25

* 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.

Source: MD Report Card

Accountability One Year Adjustment: Student Growth Measure

A student growth percentile (SGP) measure cannot be calculated for SY 2021-2022 due to limitations of the Early Fall 2021 assessment. A one year adjustment will be made to the student growth measure methodology.

3 potential methods were considered for measuring growth in SY 2021-2022

Method	Challenges/Issues	Benefits
Multi-Year Skip SGP Measure growth with SGP SY2018-2019 to SY2021-2022	Only one cohort of students would have growth attributable to each school	Maintain existing student growth methodology.
Proficiency Value Table Measure growth as a change in proficiency from SY2020-2021 to SY2021-2022	Minimal differentiation of schools. Student growth measured as a change to proficiency.	A simple value table with yes/no proficiency is easy to understand.
Performance Level Value Table Measure growth as a change in performance level from SY2020-2021 to SY2021-2022	Student growth measured as a change in performance level. Similar performance in Early Fall 2021 data	A value table is easy to understand and calculate; method provides higher points for greater growth.

Accountability One Year Adjustments: Student Growth Measure Performance Level Value Table

Maryland will adjust the student growth measure using the change in performance level value table methodology. Points are assigned to student changes in performance levels from SY 2020-2021 to SY 2021-2022 using a value table.

- More points are awarded to students having greater growth

- No points awarded to students scoring lower

- Students scoring the same will earn the minimal points

Performance Level Value Table		Spring 2022 Performance Levels			
		Level 1	Level 2	Level 3 (Proficient)	Level 4 (Proficient)
Early Fall 2021 Performance Levels	Level 1				
	Level 2 (Proficient)				
	Level 3 (Proficient)				

Accountability One Year Adjustments: Student Growth Measure Performance Level Value Table

The Performance Level value table prioritizes growth by awarding more points for greater growth. Between 0 and 4 points are awarded to each student based on their change in performance level from SY 2020-2021 to SY 2021-2022.

- **4 points** earned for moving from Level 1 to Level 4

- **3 points** for moving from Level 2 to Level 4 or Level 1 to Level 3

- **2 points** for moving from Level 3 to Level 4 or Level 2 to Level 3

- **One point** to students who scored in the same non-proficient level in both years

- **Zero points** to students who scored lower in 2022 than 2021.

SY2022 student growth accountability points.						
		Spring 2022 Performance Levels				
		Level 1	**Level 2**	**Level 3**	**Level 4**	
Fall 2021 Performance Levels	**Level 1**	1	2	3	4	
	Level 2	0	1	2	3	
	Level 3	0	0	1	2	

Maryland Student Growth Measure: Analysis of the Data

Statewide, the majority of student growth from SY 2020-2021 to SY 2021-2022 was in a limited number of categories. For both ELA and math, most students had growth from a Performance Level 1 in SY 2020-2021 to Performance Level 2 in SY 2021-2022.

ELA 86% of student growth was in 4 categories					
		Spring 2022 Performance Levels			
		Level 1	Level 2	Level 3	Level 4
Fall 2021 Performance Levels	Level 1	12.4%	36.7%	17.9%	0.5%
	Level 2	0.2%	5.3%	19.2%	2.5%
	Level 3	0.0%	0.2%	3.8%	1.4%

Math 75% of student growth in Math was in 2 categories.					
		Spring 2022 Performance Levels			
		Level 1	Level 2	Level 3	Level 4
Fall 2021 Performance Levels	Level 1	33.9%	41.1%	8.1%	0.1%
	Level 2	0.2%	4.0%	6.5%	0.5%
	Level 3	0.0%	0.5%	3.9%	1.2%

Note: Based on data as of January 3, 2023.

Accountability One Year Adjustments: Performance Level Value Table

The methodology and calculation of school growth results include four steps:

1. Student level growth points will be assigned based on their SY 2020-2021 and SY 2021-2022 performance levels changes.

2. Student level growth points will be averaged by school and subject.

3. The average school growth points will be converted to a percentile based on the distribution of school points by subject and grade level.

4. Lastly the percentile will be converted to accountability points using a lookup table.

Analysis of the one-year adjustment in the growth measure indicates that the results are not strongly related to prior or current achievement which is optimal for the differentiation of schools in an Accountability System.

Note: Look up table can be found on reportcard.msde.maryland.gov
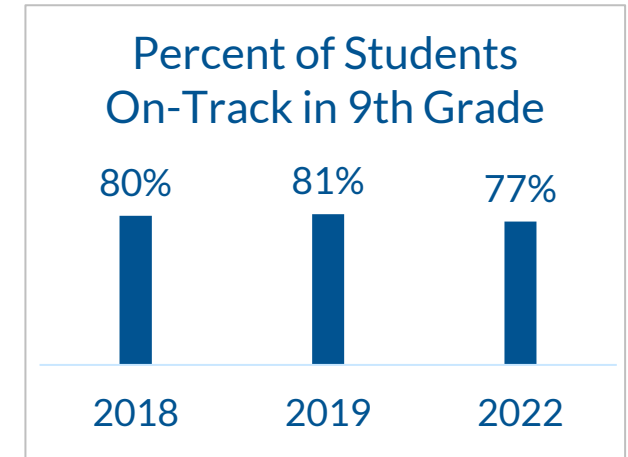
On Track in 9th Grade

Maryland has an on track in 9th grade ESSA accountability measure and is beginning to report a new measure as required by the Blueprint for Maryland's Future.

National Perspective: The Chicago Public Schools

- A report by the University of Chicago Consortium on School Research (UCCSR) demonstrated that 9th grade course performance was highly predictive of high school graduation. Earning enough credits to be promoted to the 10th grade and having no more than one semester failure in a core course **predicted graduation 80% of the time** (Allensworth and Easton, 2005).

- In partnership with the UCCSSR, Chicago Public School leaders put in place systems to leverage the freshman on-track and other 8th and 9th grade indicators to improve student performance. **School-level comparisons on the freshman on-track rates, disaggregated by student groups, encouraged broader discussions across schools on what strategies worked best to improve student outcomes** (Allensworth, 2013; Allensworth et al., 2018).

- As schools began to utilize student-level reports to identify at-risk students and implement tailored interventions, **the freshman on-track rate climbed dramatically, from 59.5% in spring 2008 to 72.7% in spring 2011** (Allensworth, 2013).

- The **graduation rate for CPS students rose to 79% in 2019, up from 57% in 2006** (Network for College Success, retrieved on November 26, 2022), and reached a record high in 2022 across race/ethnic student groups.

- These improvements were also accompanied by increases in college going rates, as showed by a study matching CPS graduation data to data from the National Student Clearinghouse (Nagaoka et al., 2017).

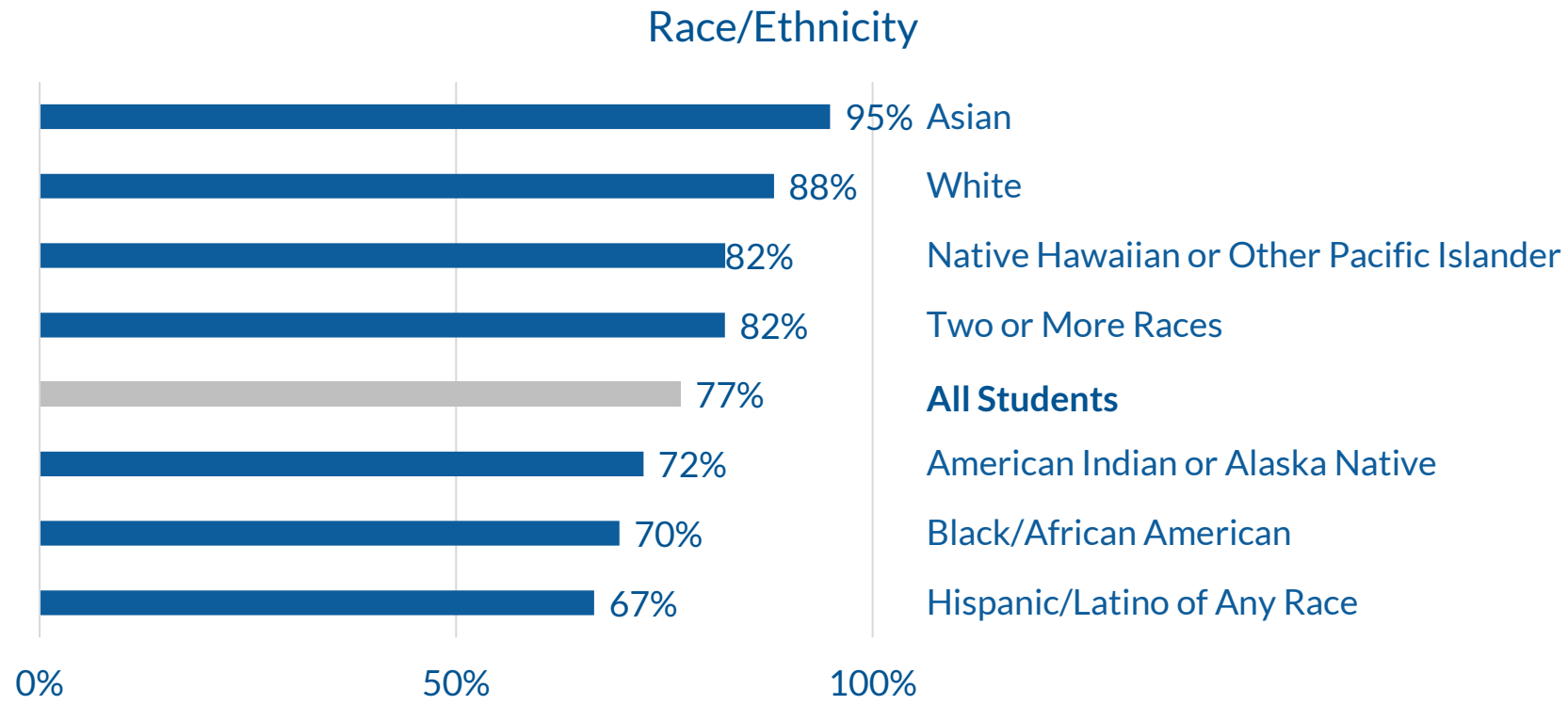# Maryland's On Track in 9th Grade Accountability Measure

- Maryland has in place a statewide accountability measure for on-track in 9th grade since SY 2017-2018.

- **The Readiness for Postsecondary Success indicator is a component of the Maryland accountability system for high schools and includes a measure of on-track in 9th grade** to quantify the percentage of students who are on-track to graduation by the end of 9th grade.

- **The measure is defined as the percent of 9th grade students who earn at least four credits in any of the following courses: English Language Arts, mathematics, science, social studies, or world languages.**

- Each high school's results for the on-track in 9th grade measure are reported in the school's accountability report card.

- **School accountability results are currently published for SY 2017-2018 and SY 2018-2019 and will soon be released for SY 2021-2022.**

Percent of Students On-Track in 9th Grade

2018	2019	2022
80%	81%	77%

Note: As a result of the COVID-19 pandemic and resulting school closures and federal waivers, Maryland school accountability reports cards are not available for SY 2019-2020 or SY 2020-2021

Maryland On Track in 9th Grade Accountability Measure by Race/Ethnicity, SY 2021-2022

The percentage of Maryland's 9th grade students on-track to graduate varies by race/ethnicity Black and Hispanic student groups at 70% and 67% respectively.

Race/Ethnicity

	95% Asian
	88% White
	82% Native Hawaiian or Other Pacific Islander
	82% Two or More Races
	77% **All Students**
	72% American Indian or Alaska Native
	70% Black/African American
	67% Hispanic/Latino of Any Race

0%   50%   100%

Race/Ethnicity	9th Grade Student Count (SY 2021-2022)
American Indian/Alaska Native	189
Asian	4,626
Black/African American	25,878
Hispanic/Latino	17,383
Native Hawaiian/Other Pacific Islander	130
2 or more races	3,305
White	24,297
All Students	**75,808**

Source: Maryland Course Catalog and Student Course Grade Teacher data collections

Maryland On-Track in 9th Grade Accountability Measure by Student Group, SY 2021-2022

The percentage of Maryland 9th grade students on track to graduate varies by student group with Economically Disadvantaged and Students with Disabilities at 60% and 59% respectively.
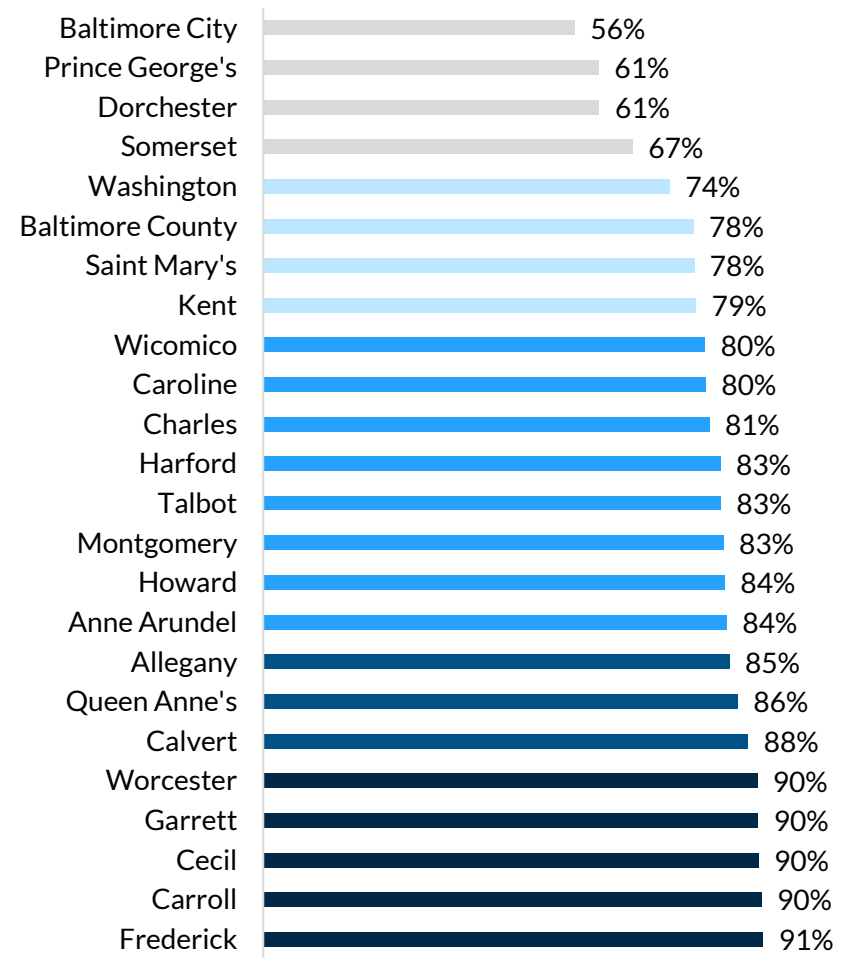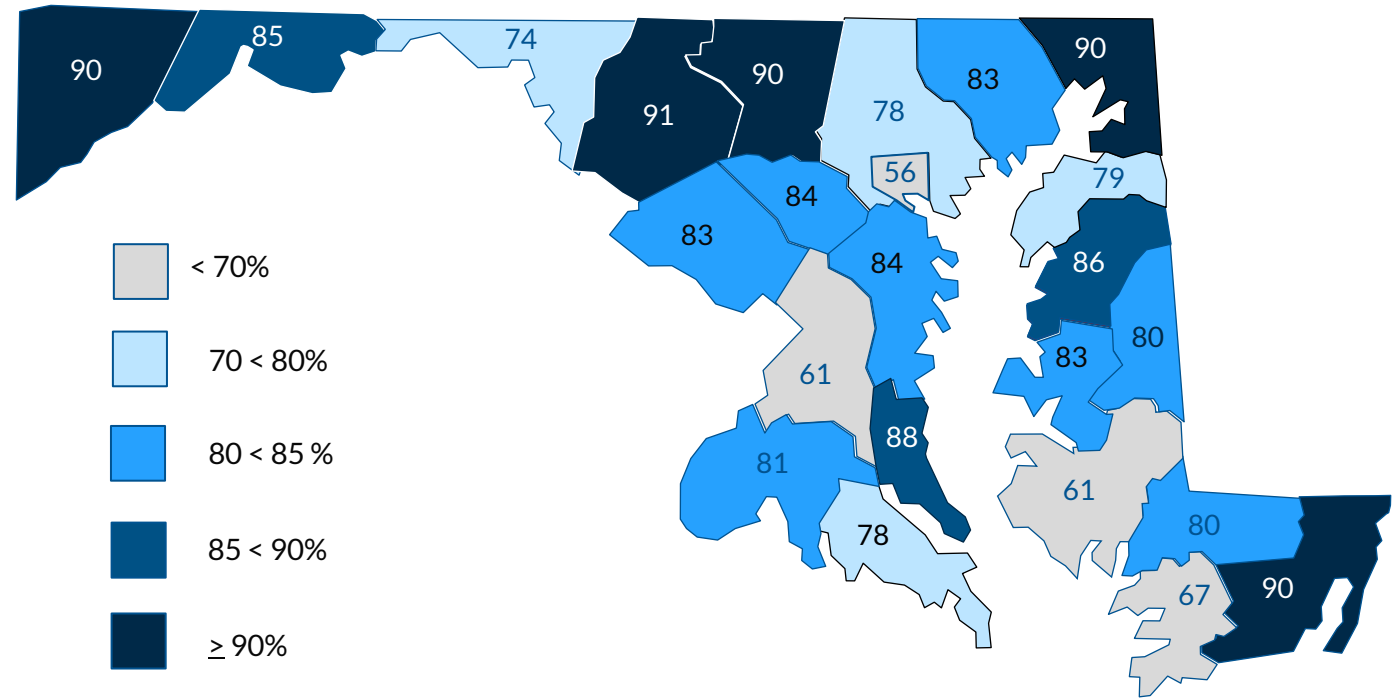
Student Group

Student Group	Percentage
Female	81%
All Students	**77%**
Male	74%
Economically Disadvantaged	60%
Students with Disabilities	59%
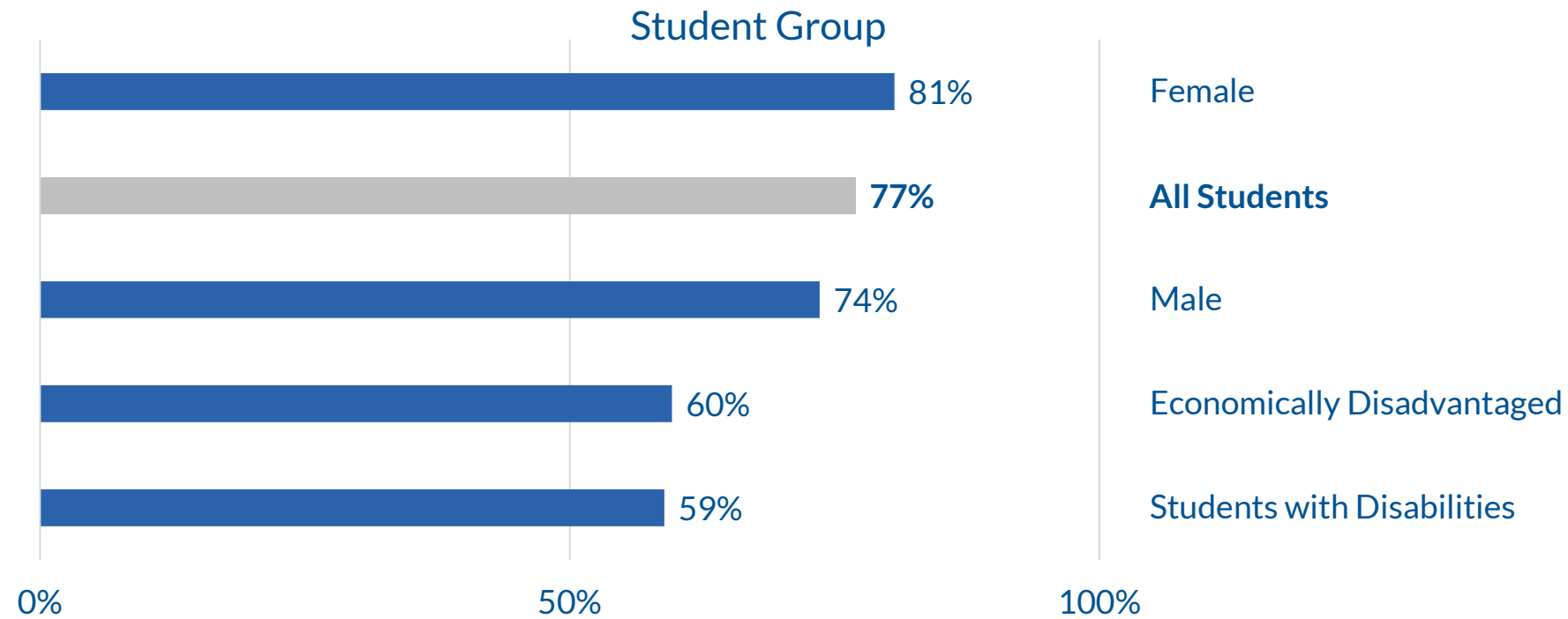
Student Group	9th Grade Student Count (SY 2021-2022)
All Students	75,808
Economically Disadvantaged	21,213
Students with Disabilities	8,784
Female	36,137
Male	39,595

Source: Maryland Course Catalog and Student Course Grade Teacher data collections

Percent of 9th Grade Students On Track to Graduate by LEA, 2021-2022

Statewide, the percentage of 9th grade students who are on track to graduate was 77% for SY 2021-2022. LEAs vary from a low of 56% to a high of 91%.

Legend:
- < 70%
- 70 < 80%
- 80 < 85 %
- 85 < 90%
- ≥ 90%

LEA	Percent
Baltimore City	56%
Prince George's	61%
Dorchester	61%
Somerset	67%
Washington	74%
Baltimore County	78%
Saint Mary's	78%
Kent	79%
Wicomico	80%
Caroline	80%
Charles	81%
Harford	83%
Talbot	83%
Montgomery	83%
Howard	84%
Anne Arundel	84%
Allegany	85%
Queen Anne's	86%
Calvert	88%
Worcester	90%
Garrett	90%
Cecil	90%
Carroll	90%
Frederick	91%

Source: Maryland Course Catalog and Student Course Grade Teacher data collections

Maryland's On Track in 9th Grade Blueprint Requirement

- The Blueprint for Maryland's Future requires all **Local Education Agencies (LEAs) to implement a 9th grade tracker system beginning with students in the 9th grade in the SY 2021-2022 school year to measure students' progress towards graduating on time** (Ed. § 7-203.5).

- The Blueprint requires that **the 9th grade tracker systems include credits accumulated and the number of semester core course failures for students completing the 9th grade.**

- Each county board must **report these data to local schools for timely intervention aimed at supporting those students who are not on track to graduation and provide information to the Maryland State Department of Education (MSDE).**

- MSDE will further refine the statewide on track in 9th grade measure based on research, and to align accountability, the strategic plan, and Blueprint requirements.

With the Blueprint requirement, MSDE added a new data element to the SY 2021-2022 High School Data Collection (HSDC) of whether a student is on track towards meeting the LEA's graduation requirements at the end of the 9th grade.

The percent of 9th grade students on-track to graduation in SY 2021-2022 reported varies across LEAs from 51.3% to 93.5% with a median for the State of 78.9%.

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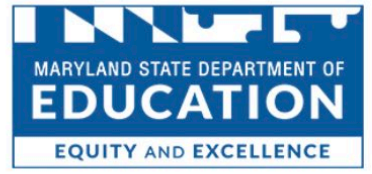
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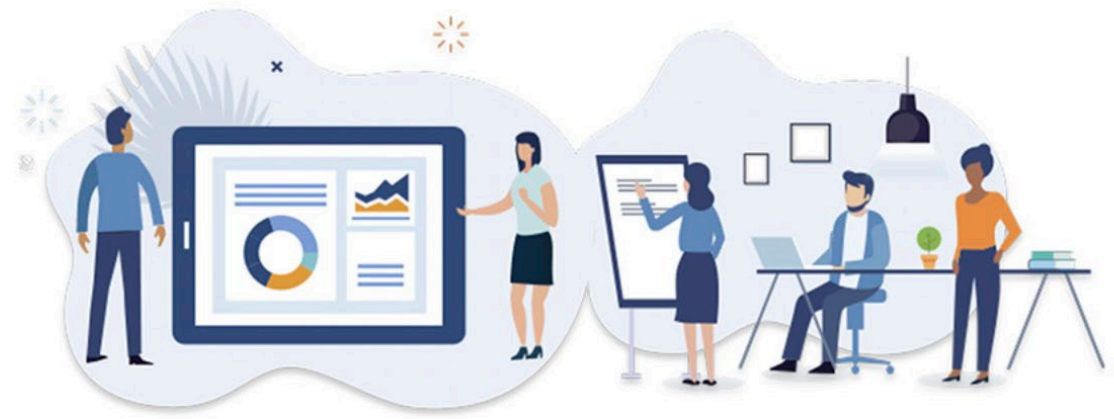Your contact information is used to deliver requested updates or to access your subscriber preferences.

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