TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: February 27, 2018

SUBJECT: Every Student Succeeds Act (ESSA) Update

PURPOSE:

To provide an update on the timeline to share information and gather recommendations from the State Board on the implementation of Maryland's Draft Every Student Succeeds Act (ESSA) Consolidated State Plan and provide a review of the Report Card format.

BACKGROUND/HISTORICAL PERSPECTIVE:

The Maryland State Department of Education (MSDE) submitted the final draft of Maryland's ESSA Consolidated State Plan to the U.S. Department of Education on January 10, 2018. The U.S. Department of Education approved Maryland's Plan on January 16, 2018. The Plan is to be implemented in the 2018-2019 school year.

EXECUTIVE SUMMARY:

Maryland has redesigned the Report Card to provide clear and concise information on the new accountability system. The MSDE staff will share the current draft of this Report Card for Board comment and input. A timeline of remaining decisions around the accountability system will be provided with details on when the Board will receive updates. Finally, examples and methodology outlined in Maryland's ESSA plan for assigning scores will be shared with the Board.

ACTION:
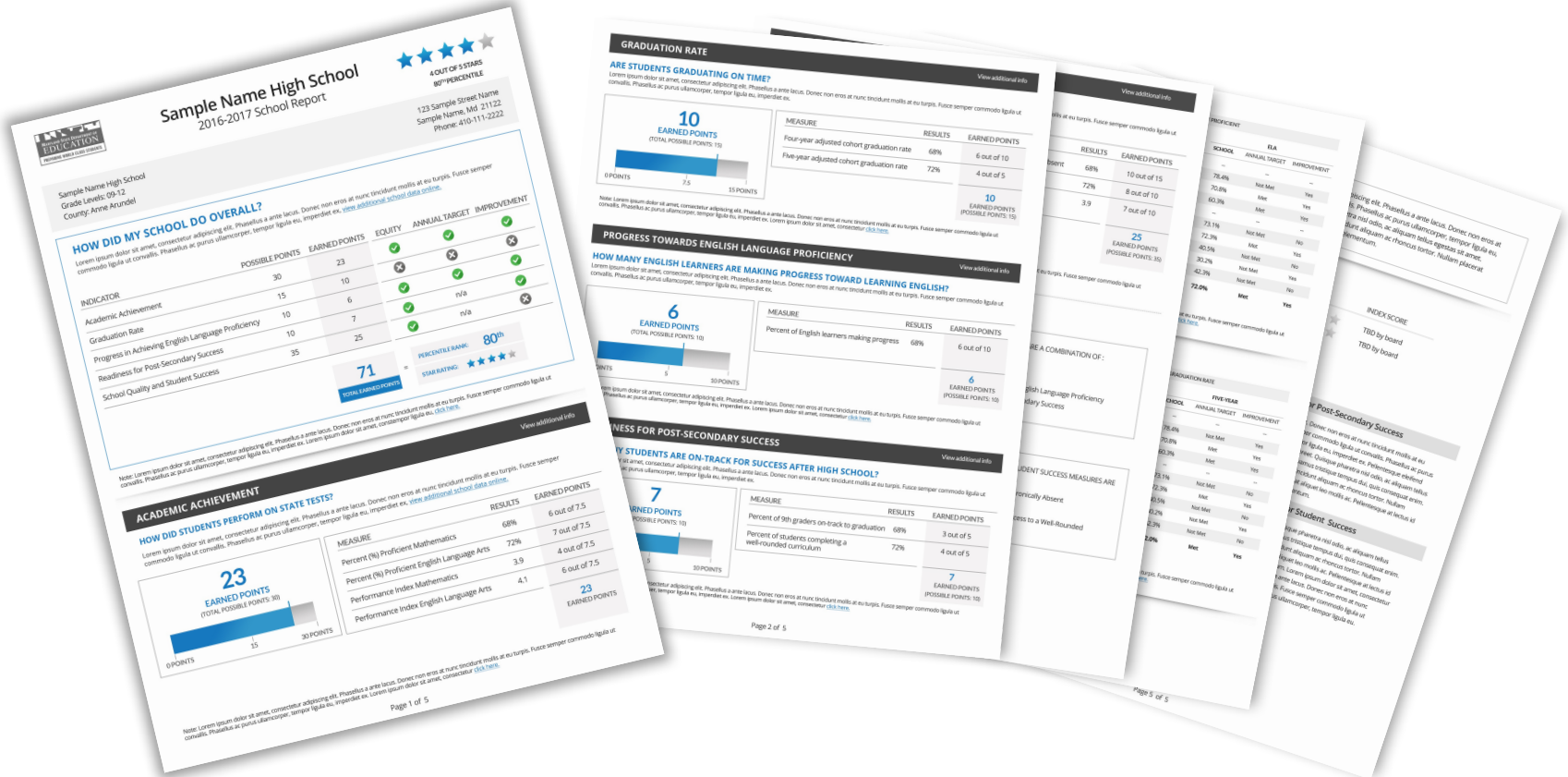
No action is necessary, for discussion only.

Attachments: Draft Report Card Format
Timeline

MARYLAND'S ACCOUNTABILITY SYSTEM

STATE BOARD MEETING

February 27, 2018

Maryland Report Card: Overview

Maryland Report Card Overall

Sample Name High School
2016-2017 School Report

★★★★☆
4 OUT OF 5 STARS
80TH PERCENTILE

Sample Name High School
Grade Levels: 09-12
County: Anne Arundel

123 Sample Street Name
Sample Name, Md 21122
Phone: 410-111-2222

HOW DID MY SCHOOL DO OVERALL?

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INDICATOR	POSSIBLE POINTS	EARNED POINTS	EQUITY	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	30	23	✓	✓	✓
Graduation Rate	15	10	✗	✗	✗
Progress in Achieving English Language Proficiency	10	6	✓	✓	✓
Readiness for Post-Secondary Success	10	7	✓	n/a	✓
School Quality and Student Success	35	25	✓	n/a	✗

71
TOTAL EARNED POINTS

=

PERCENTILE RANK: **80th**
STAR RATING: ★★★★☆

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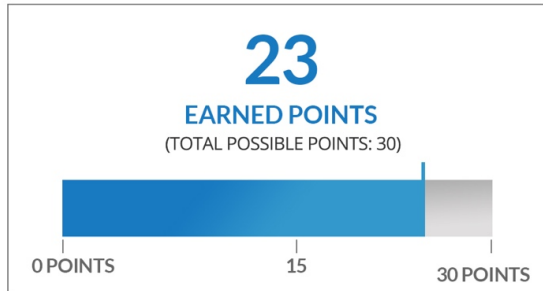
Maryland Report Card: Academic Achievement

ACADEMIC ACHIEVEMENT

View additional info

HOW DID STUDENTS PERFORM ON STATE TESTS?

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23

EARNED POINTS

(TOTAL POSSIBLE POINTS: 30)

0 POINTS   15   30 POINTS

MEASURE	RESULTS	EARNED POINTS
Percent (%) Proficient Mathematics	68%	6 out of 7.5
Percent (%) Proficient English Language Arts	72%	7 out of 7.5
Performance Index Mathematics	3.9	4 out of 7.5
Performance Index English Language Arts	4.1	6 out of 7.5
		23 EARNED POINTS

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Page 1 of 5

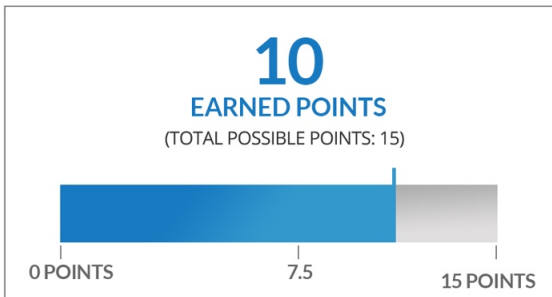This document is for format consideration only. Data are for illustrative purposes only.

Maryland Report Card: Graduation Rate

GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?

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10
EARNED POINTS
(TOTAL POSSIBLE POINTS: 15)

0 POINTS   7.5   15 POINTS

MEASURE	RESULTS	EARNED POINTS
Four-year adjusted cohort graduation rate	68%	6 out of 10
Five-year adjusted cohort graduation rate	72%	4 out of 5
		10 EARNED POINTS (POSSIBLE POINTS: 15)

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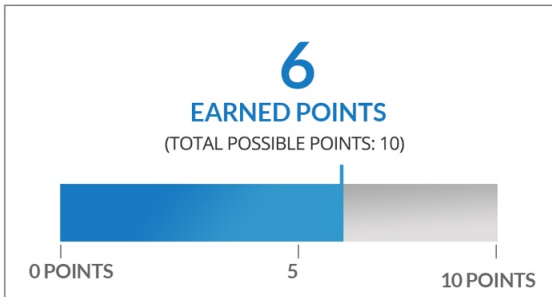This document is for format consideration only. Data are for illustrative purposes only.

Maryland Report Card: English Language Proficiency

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

View additional info

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARD LEARNING ENGLISH?

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6
EARNED POINTS
(TOTAL POSSIBLE POINTS: 10)

0 POINTS   5   10 POINTS

MEASURE	RESULTS	EARNED POINTS
Percent of English learners making progress	68%	6 out of 10

6
EARNED POINTS
(POSSIBLE POINTS: 10)

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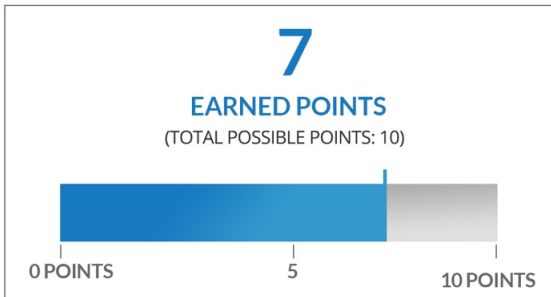This document is for format consideration only. Data are for illustrative purposes only.

Maryland Report Card: Readiness for Post-Secondary Success

Maryland Report Card: School Quality or School Success

SCHOOL QUALITY OR STUDENT SUCCESS

View additional info

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

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25
EARNED POINTS
(TOTAL POSSIBLE POINTS: 35)

0 POINTS   17.5   35 POINTS

MEASURE	RESULTS	EARNED POINTS
Percent of students not chronically absent	68%	10 out of 15
School survey	72%	8 out of 10
Percent of students with access to a well-rounded curriculum	3.9	7 out of 10
		25 EARNED POINTS (POSSIBLE POINTS: 35)

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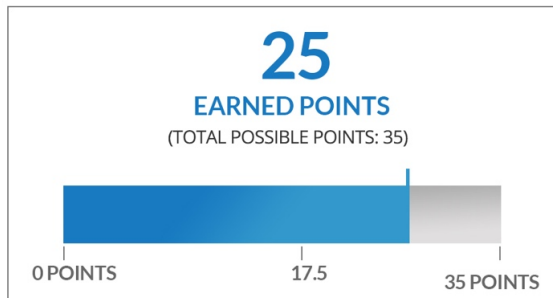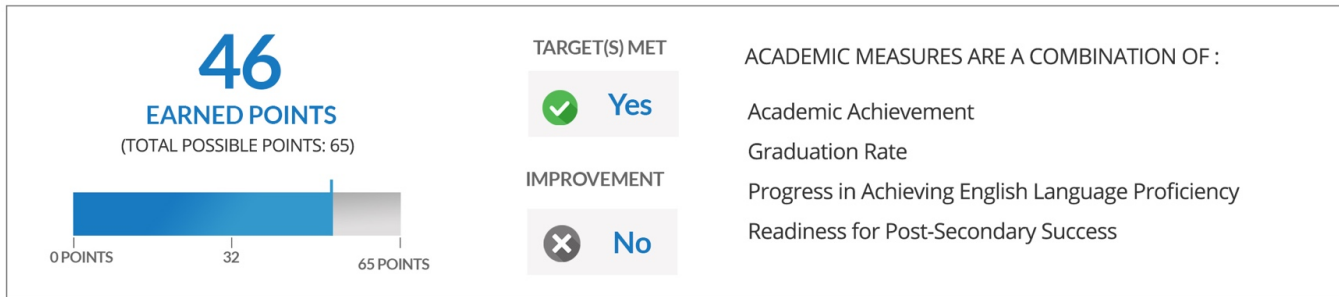This document is for format consideration only. Data are for illustrative purposes only.

Maryland Report Card: Academic and Non-Academic Measures

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

46
EARNED POINTS
(TOTAL POSSIBLE POINTS: 65)

0 POINTS   32   65 POINTS

TARGET(S) MET

✓ Yes

IMPROVEMENT

✗ No

ACADEMIC MEASURES ARE A COMBINATION OF :

Academic Achievement

Graduation Rate

Progress in Achieving English Language Proficiency

Readiness for Post-Secondary Success

HOW DID MY SCHOOL DO ON NON-ACADEMIC MEASURES?

25
EARNED POINTS
(TOTAL POSSIBLE POINTS: 35)

0 POINTS   15   35 POINTS

TARGET(S) MET

n/a

IMPROVEMENT

✓ Yes

SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF:

Percent of Students not Chronically Absent

School Survey

Percent of students with Access to a Well-Rounded Curriculum

This document is for format consideration only. Data are for illustrative purposes only.

Maryland Report Card : Student Group - Achievement

| Student Group Achievement | PERCENT PROFICIENT | | | | | |
| | MATH | | | ELA | | |
	SCHOOL	ANNUAL TARGET	IMPROVEMENT	SCHOOL	ANNUAL TARGET	IMPROVEMENT
American Indian/Alaska Native	--	--	--	--	--	--
Asian	72.0%	Not Met	No	78.4%	Not Met	Yes
Black/African American	68.0%	Not Met	Yes	70.8%	Met	Yes
Hispanic/Latino	69.2%	Met	Yes	60.3%	Met	Yes
Pacific Islander	--	--	--	--	--	--
Two or More Races	74.0%	Met	Yes	73.1%	Not Met	No
White/Caucasian	70.6%	Met	Yes	72.3%	Met	Yes
Special Education	50.5%	Not Met	No	40.5%	Not Met	No
English Learners	25.4%	Not Met	No	30.2%	Not Met	Yes
Economically Disadvantaged	45.1%	Not Met	Yes	42.3%	Not Met	No
All Students	**68.0%**	**Met**	**Yes**	**72.0%**	**Met**	**Yes**

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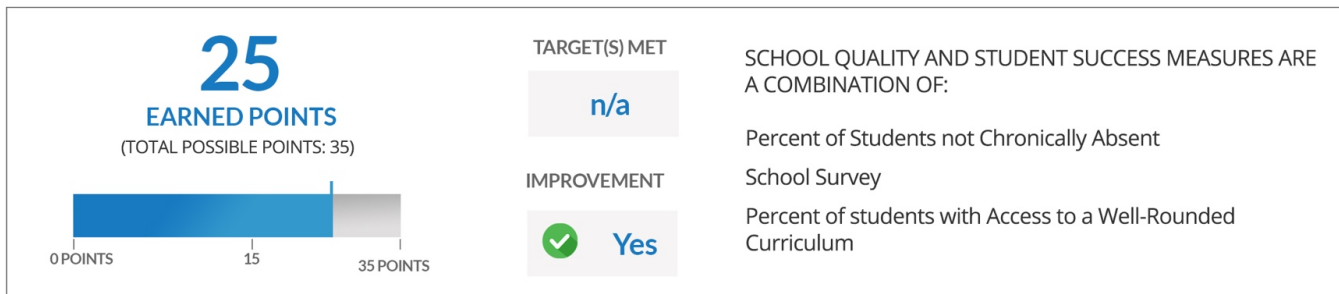
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Maryland Report Card : Student Group - Graduation

Graduation Rate	ADJUSTED COHORT GRADUATION RATE					
	FOUR-YEAR			FIVE-YEAR		
	SCHOOL	ANNUAL TARGET	IMPROVEMENT	SCHOOL	ANNUAL TARGET	IMPROVEMENT
American Indian/Alaska Native	--	--	--	--	--	--
Asian	72.0%	Not Met	No	78.4%	Not Met	Yes
Black/African American	68.0%	Not Met	Yes	70.8%	Met	Yes
Hispanic/Latino	69.2%	Met	Yes	60.3%	Met	Yes
Pacific Islander	--	--	--	--	--	--
Two or More Races	74.0%	Met	Yes	73.1%	Not Met	No
White/Caucasian	70.6%	Met	Yes	72.3%	Met	Yes
Special Education	50.5%	Not Met	No	40.5%	Not Met	No
English Learners	25.4%	Not Met	No	30.2%	Not Met	Yes
Economically Disadvantaged	45.1%	Not Met	Yes	42.3%	Not Met	No
All Students	**68.0%**	**Met**	**Yes**	**72.0%**	**Met**	**Yes**

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Maryland Report Card : Explanations

What does my school rating mean?

4 Star school: TBD by Board. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus a ante lacus. Donec non eros at nunc tincidunt mollis at eu turpis. Fusce semper commodo ligula ut convallis. Phasellus ac purus ullamcorper, tempor ligula eu, imperdiet ex. Pellentesque eleifend fringilla nisi quis laoreet. Quisque pharetra nisl odio, ac aliquam tellus egestas sit amet. Vivamus tristique tempus dui, quis consequat enim. Duis a leo eu diam tincidunt aliquam ac rhoncus tortor. Nullam placerat ligula nunc, at aliquet leo mollis ac. Pellentesque at lectus id ipsum tristique elementum.

How are star ratings determined?

STAR RATING	INDEX SCORE		STAR RATING	INDEX SCORE
★★★★★	TBD by board		★★☆☆☆	TBD by board
★★★★☆	TBD by board		★☆☆☆☆	TBD by board
★★★☆☆	TBD by board			

What do the performance indicators mean?

Academic Achievement

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Readiness for Post-Secondary Success

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Graduation Rate

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School Quality or Student Success

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Progress in Achieving English Language Proficiency

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Computing Indicator Scores

Per Maryland's ESSA plan and earlier Board decisions, each indicator or measure will be scored using "percent of a whole" or "assigned scores."

Indicator	Measure	Scoring Method
Academic Achievement (all schools)	Math achievement ELA achievement	Percent of a whole
Academic Growth (elementary and middle)	Student growth percentile	Assigned scores
	"Credit for completion"	Science: Percent Social studies: Percent (Middle only) Passing coursework: Assigned
Progress in achieving ELP (all schools)	Progress toward proficiency	Percent of a whole
Graduation rate (high schools)	Four year grad rate Five year grad rate	Percent of a whole
Readiness for postsecondary success (high schools)	On track in 9th grade "Credit for completion"	Assigned scores
School quality or student success	Chronic absenteeism	Assigned scores
	School survey	Assigned scores
	"Access to"	Assigned scores

Example Scoring: Percent of a Whole

Distribution of ELA PARCC proficiency rate, elementary schools, 2016-17
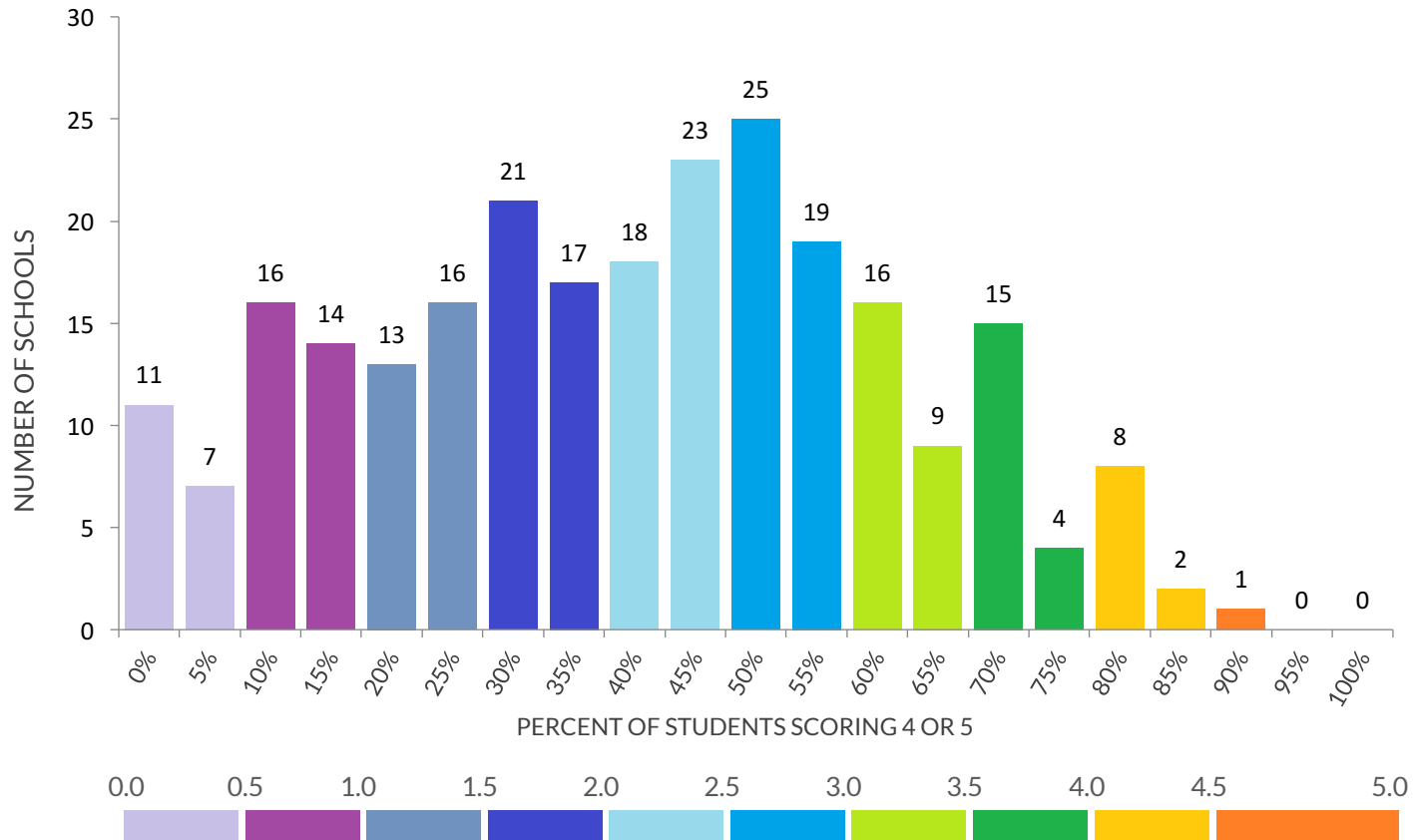
Actual points will be assigned continuously, not in intervals. For example, the ELA proficiency rate is worth 5 points in the overall accountability system.

A school with a proficiency rate of 55% would receive .55 x 5 = 2.75 points.

Process for Assigning Scores

The <u>purpose</u> of assigning scores is to:

- Ensure meaningful differentiation in measures where data may be clustered, so that not all schools get the same number of points
- Allow MSDE to set a standard for measures where schools with poor performance would still receive a large fraction of points by the "percent" method

Maryland's ESSA plan explains the <u>process</u> for assigning scores:

- Convene stakeholder groups
- Set standards or "cut points" using historical and current data and research
- Validate the standards to ensure a minimum percentage of schools fall into each of at least two categories (ESSA requires three categories)

Example Scoring: Assigned Scores

Distribution of percent of students not chronically absent, 2016-17

ESSA Timeline

Month	Topic	Updates and State Board Decisions
February	• Sample Report Card • Timeline/Board Decisions and Updates	• Share format of report card • Review timeline
March	• Climate Survey • Chronic Absenteeism Assigned Scores	• Update board on climate survey • Inform board of assigned scores for chronic absenteeism
April	• Updated Annual Measurable Objectives (AMOs) (long-term/interim) • Amendment to U.S. Department of Education • Updated Goals and Exit Criteria for English Learners (EL): Growth to Target Table, Long-Term, and Interim Goals	• Inform board of updated AMOs in the Plan based on 2016-2017 data for academic and EL proficiency • Share the amendment to USED to update AMOs • Inform the board of updated goals and exit criteria for EL students
May	• Definition of "Economically Disadvantaged" Students (Community Eligibility Program, Direct Certification)	• Inform the board of the definition of "economically disadvantaged "
June	• Courses that Meet "Well-Rounded" Criteria • Score Assignments for Remaining Measures • Definition of Gifted and Talented Student Group - (Requires amendment to Plan, communication to LEAs for implementation for the 2018-2019 school year)	• Inform the Board of determinations for all courses in the "credit for" and "access to" indicators • Inform the Board of the results of standard setting for all remaining measures requiring assigned scores • Inform the Board of the definition for gifted/talented as a new student group and share the amendment to be submitted to USED
July	• Rules for equity determination	• Bring recommendations for Board approval on how the equity determination will be made for each school and LEA
August	• Summative score cut points/assignment of stars	• Bring recommendations for Board approval for how stars will be assigned to the summative score
September	• Accountability Results and Report Cards - Elementary and Middle Schools • Identification of Comprehensive Support and Improvement (CSI) Schools and Targeted Support and Improvement (TSI) Schools	• Share the accountability results for elementary and middle schools with a view of the final report card for 2017-2018 • Share the list of CSI and TSI elementary and middle schools
October	• Accountability Results and Report Cards - High Schools • Identification of CSI and TSI High Schools	• Share the accountability results for high schools with a view of the final report card for 2017-2018 • Share the list of CSI and TSI high schools

ESSA Timeline

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MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS

Sample Name High School
2016-2017 School Report

★★★★☆

4 OUT OF 5 STARS
80TH PERCENTILE

Sample Name High School
Grade Levels: 09-12
County: Anne Arundel

123 Sample Street Name
Sample Name, Md 21122
Phone: 410-111-2222

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STAR RATING: ★★★★☆

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ACADEMIC ACHIEVEMENT

View additional info

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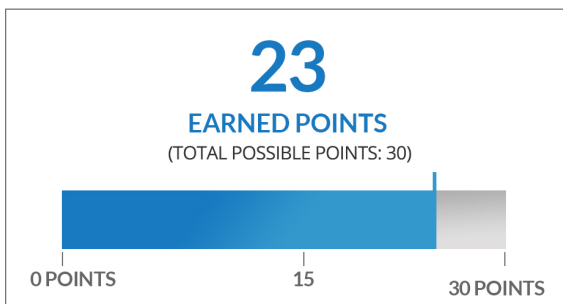
GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?

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10
EARNED POINTS
(TOTAL POSSIBLE POINTS: 15)

0 POINTS   7.5   15 POINTS

MEASURE	RESULTS	EARNED POINTS
Four-year adjusted cohort graduation rate	68%	6 out of 10
Five-year adjusted cohort graduation rate	72%	4 out of 5
		10 EARNED POINTS (POSSIBLE POINTS: 15)

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PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

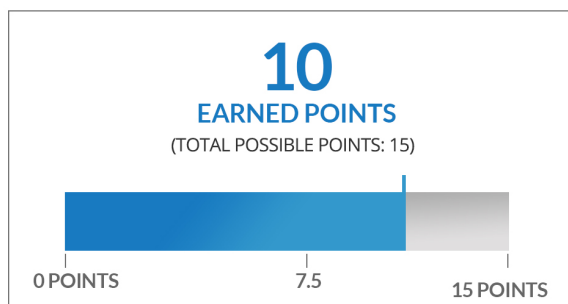### HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARD LEARNING ENGLISH?

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6
EARNED POINTS
(TOTAL POSSIBLE POINTS: 10)

0 POINTS   5   10 POINTS

MEASURE	RESULTS	EARNED POINTS
Percent of English learners making progress	68%	6 out of 10
		6 EARNED POINTS (POSSIBLE POINTS: 10)

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READINESS FOR POST-SECONDARY SUCCESS

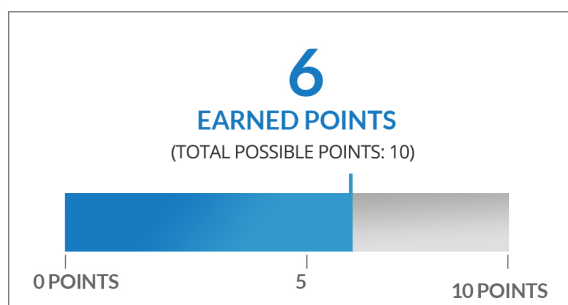### HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

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7
EARNED POINTS
(TOTAL POSSIBLE POINTS: 10)

0 POINTS   5   10 POINTS
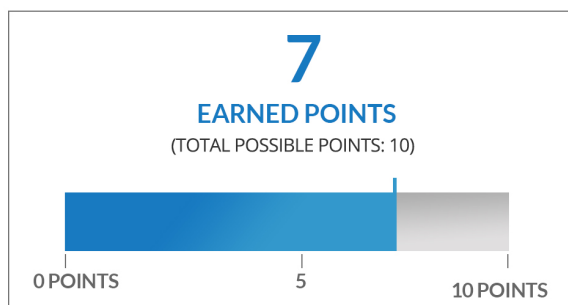
MEASURE	RESULTS	EARNED POINTS
Percent of 9th graders on-track to graduation	68%	3 out of 5
Percent of students completing a well-rounded curriculum	72%	4 out of 5
		7 EARNED POINTS (POSSIBLE POINTS: 10)

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WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

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25
EARNED POINTS
(TOTAL POSSIBLE POINTS: 35)

0 POINTS   17.5   35 POINTS

MEASURE	RESULTS	EARNED POINTS
Percent of students not chronically absent	68%	10 out of 15
School survey	72%	8 out of 10
Percent of students with access to a well-rounded curriculum	3.9	7 out of 10
		25 EARNED POINTS (POSSIBLE POINTS: 35)

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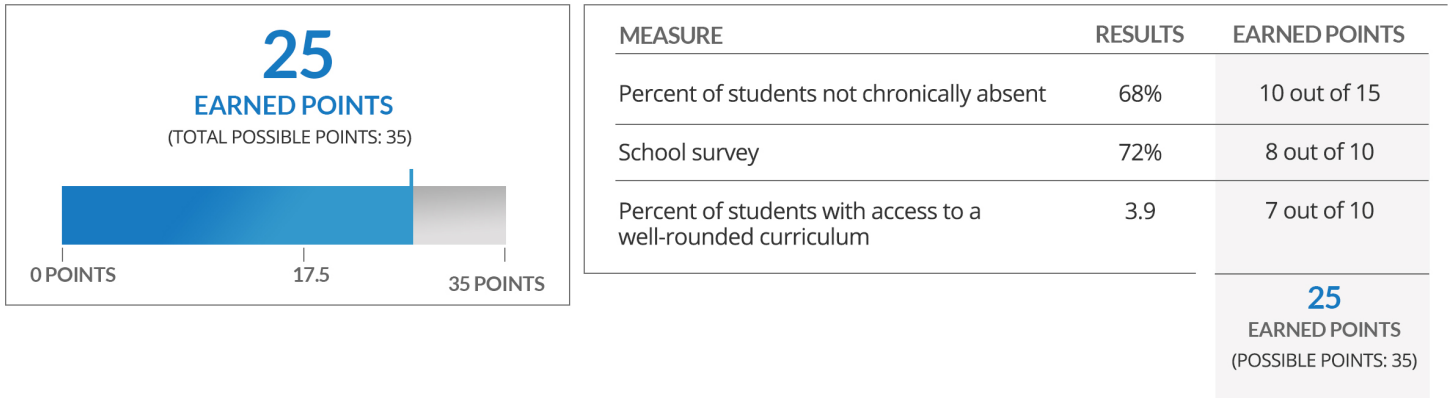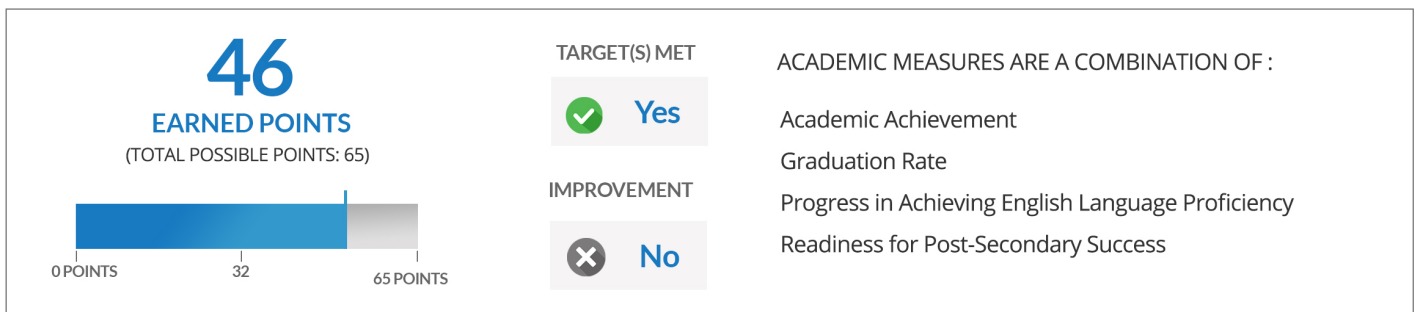
HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

46
EARNED POINTS
(TOTAL POSSIBLE POINTS: 65)

0 POINTS   32   65 POINTS

TARGET(S) MET
✓ Yes

IMPROVEMENT
✗ No

ACADEMIC MEASURES ARE A COMBINATION OF :

Academic Achievement

Graduation Rate

Progress in Achieving English Language Proficiency

Readiness for Post-Secondary Success

HOW DID MY SCHOOL DO ON NON-ACADEMIC MEASURES?

25
EARNED POINTS
(TOTAL POSSIBLE POINTS: 35)

0 POINTS   15   35 POINTS

TARGET(S) MET
n/a

IMPROVEMENT
✓ Yes

SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF:

Percent of Students not Chronically Absent

School Survey

Percent of students with Access to a Well-Rounded Curriculum

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Student Group Achievement

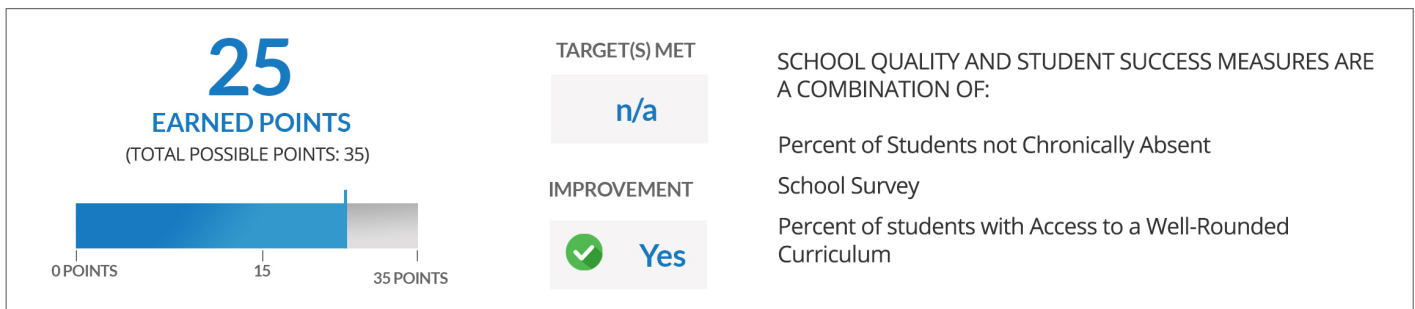|	PERCENT PROFICIENT					
	MATH			ELA		
	SCHOOL	ANNUAL TARGET	IMPROVEMENT	**SCHOOL**	ANNUAL TARGET	IMPROVEMENT
American Indian/Alaska Native	--	--	--	--	--	--
Asian	72.0%	Not Met	No	78.4%	Not Met	Yes
Black/African American	68.0%	Not Met	Yes	70.8%	Met	Yes
Hispanic/Latino	69.2%	Met	Yes	60.3%	Met	Yes
Pacific Islander	--	--	--	--	--	--
Two or More Races	74.0%	Met	Yes	73.1%	Not Met	No
White/Caucasian	70.6%	Met	Yes	72.3%	Met	Yes
Special Education	50.5%	Not Met	No	40.5%	Not Met	No
English Learners	25.4%	Not Met	No	30.2%	Not Met	Yes
Economically Disadvantaged	45.1%	Not Met	Yes	42.3%	Not Met	No
All Students	**68.0%**	**Met**	**Yes**	**72.0%**	**Met**	**Yes**

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Graduation Rate

	ADJUSTED COHORT GRADUATION RATE					
	FOUR-YEAR			FIVE-YEAR		
	SCHOOL	ANNUAL TARGET	IMPROVEMENT	**SCHOOL**	ANNUAL TARGET	IMPROVEMENT
American Indian/Alaska Native	--	--	--	--	--	--
Asian	72.0%	Not Met	No	78.4%	Not Met	Yes
Black/African American	68.0%	Not Met	Yes	70.8%	Met	Yes
Hispanic/Latino	69.2%	Met	Yes	60.3%	Met	Yes
Pacific Islander	--	--	--	--	--	--
Two or More Races	74.0%	Met	Yes	73.1%	Not Met	No
White/Caucasian	70.6%	Met	Yes	72.3%	Met	Yes
Special Education	50.5%	Not Met	No	40.5%	Not Met	No
English Learners	25.4%	Not Met	No	30.2%	Not Met	Yes
Economically Disadvantaged	45.1%	Not Met	Yes	42.3%	Not Met	No
All Students	**68.0%**	**Met**	**Yes**	**72.0%**	**Met**	**Yes**

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What does my school rating mean?

4 Star school: TBD by Board. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus a ante lacus. Donec non eros at nunc tincidunt mollis at eu turpis. Fusce semper commodo ligula ut convallis. Phasellus ac purus ullamcorper, tempor ligula eu, imperdiet ex. Pellentesque eleifend fringilla nisi quis laoreet. Quisque pharetra nisl odio, ac aliquam tellus egestas sit amet. Vivamus tristique tempus dui, quis consequat enim. Duis a leo eu diam tincidunt aliquam ac rhoncus tortor. Nullam placerat ligula nunc, at aliquet leo mollis ac. Pellentesque at lectus id ipsum tristique elementum.

How are star ratings determined?

STAR RATING	INDEX SCORE		STAR RATING	INDEX SCORE
★★★★★	TBD by board		★★☆☆☆	TBD by board
★★★★☆	TBD by board		★☆☆☆☆	TBD by board
★★★☆☆	TBD by board			

What do the performance indicators mean?

Academic Achievement

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Readiness for Post-Secondary Success

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Graduation Rate

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School Quality or Student Success

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Progress in Achieving English Language Proficiency

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