Mohammed Choudhury
State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Mohammed Choudhury, State Superintendent of Schools

DATE: June 23, 2023

SUBJECT: Comprehensive Support and Improvement and Additional Targeted Support and Improvement Schools

Purpose

The purpose of this item is to provide an overview and update of the Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (TSI) Schools that were identified school year 2022-2023 as part of the Maryland accountability system. A deep dive school profile of a current CSI campus that significantly improved student outcomes prior to the pandemic and is currently working to return to its previous trajectory will also be presented.

Background/Historical Perspective

With the Every Student Succeeds Act (ESSA), Maryland submitted 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, one-year changes for the 2021-2022 school year were approved as part of an addendum process which included a revised timeline for the identification of schools. The release of the accountability results from SY 2021-2022 is the third year of Maryland School Report Cards and star ratings. The identification of CSI and additional TSI schools for the 2022-2023 school year are based on the Maryland School Report Cards from the 2021-2022 school year.

Executive Summary

The presentation will provide information on the following:

- Maryland Accountability System Overview

- Comprehensive Support and Improvement (CSI) Lowest Performing Schools

- Comprehensive Support and Improvement (CSI) Low Graduation Rate Schools

- Comprehensive Support and Improvement (CSI) Not Exiting Schools

- Additional Targeted Support and Improvement (ATSI) Schools

- Comprehensive Support and Improvement (CSI) Schools Low Performing Student Group Schools

- Requirements and Supports for CSI and ATSI Schools

- Funding for CSI and ATSI Schools

- School Improvement Support

- CSI School Profile

Action

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

Attachments

CSI and ATSI.pptx

CSI and ATSI.pdf

Lakeland.pptx

Lakeland.pdf

Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Schools

MARYLAND STATE BOARD OF EDUCATION | June 27, 2023

Presented By | Dr. Deann Collins, Deputy Superintendent, Office of Teaching and Learning
Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability and Performance Reporting

PRESENTATION OUTLINE

- Maryland Accountability System Overview

- Comprehensive Support and Improvement (CSI) Lowest Performing Schools

- Comprehensive Support and Improvement (CSI) Low Graduation Rate Schools

- Comprehensive Support and Improvement (CSI) Not Exiting Schools

- Additional Targeted Support and Improvement (ATSI) Schools

- Comprehensive Support and Improvement (CSI) Schools Low Performing Student Group Schools

- Requirements and Supports for CSI and ATSI Schools

- Funding for CSI and ATSI Schools

- School Improvement Support

Maryland Accountability System Overview

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

There are 6 Indicators in the Maryland Accountability System

The Maryland Accountability System incorporates Indicators which vary by grade span. **Every Maryland School Report Card is a balance of 65% Academic and 35% Non-Academic Indicators.**

Academic Achievement and Progress (based on test scores) have a total weight of 45% for elementary and middle schools, whereas for high schools, Academic Achievement and Graduation Rate have a weight of 45%.

The results of a schools' report card do not account for demographic subgroups, reflecting only the results of all students in the school. The report card as currently designed **requires high poverty schools to outperform low poverty schools in order to improve their star ratings.**

Indicator	Span	Measure
Academic Achievement	Elementary Middle High School	Achievement composite
Academic Progress	Elementary Middle	Academic growth
	Elementary Middle	Credit for completion of a well-rounded curriculum
	Elementary Middle	
Progress in Achieving ELP	Elementary Middle High School	Progress in achieving English language proficiency
School Quality and Student Success	Elementary Middle High School	Chronic absenteeism
	Elementary Middle High School	Maryland School Survey
	Elementary Middle High School	Access to a well-rounded curriculum
Graduation Rate	High School	Adjusted cohort graduation rate composite
Readiness for Postsecondary Success	High School	On-track in 9th grade
	High School	Credit for completion of a well-rounded curriculum

The U.S. 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 because of data limitations from SY 2019-2020 and SY 2020-2021 due to the COVID-19 pandemic.

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

Maryland 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).

Guidance for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) Schools

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

The SY 2019-2020 missing data due to the pandemic, and the data limitations during SY 2020-2021 required adjustments to Maryland's Accountability System which included the following related to the identification of schools:

- adjustments to the timeline for identification, and

- exit criteria requirement of CSI schools identified in SY 2018-2019.

The **criteria for school identification remain unchanged** and included all indicators in the accountability system.

Source: U.S. Department of Education, ESEA Consolidated Plans

Comprehensive Support and Improvement (CSI) Schools

There are four ways to be identified as a CSI School.

CSI Schools	Description
Lowest Performing	A Title I school meets the criteria when the Total Points Earned Percent is lower than the bottom 5% of all Title I schools. Lower than the 29.667 cut point for SY 2021-2022 for All Students.
Low Graduation Rate	A high school meets the criteria when 1/3 or more of their students do not graduate within 4 years. Any high school can meet the criteria if they have at least 100 students enrolled and 1/3 of their students not graduating for both SY 2020-2021 and SY 2021-2022.
Not Exiting	A CSI Lowest Performing Title I school, or a CSI Low Graduation Rate school identified in SY 2018-2019 that did not exit in SY 2022-2023.
Low Performing Student Group	A Title I school that was identified as an Additional Targeted Support and Improvement (ATSI) school in SY 2018-2019 that did not exit in SY 2022-2023. This is a new designation.

Note: School identification year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022.

Additional Targeted Support and Improvement (ATSI) Schools

A school becomes an Additional Targeted Support and Improvement (ATSI) school when at least one student group performs as low as the lowest performing 5% of Title I schools.

ATSI schools are identified every three years.

Cohort 1 of ATSI schools was identified in SY 2018-2019

- To exit Cohort 1, an ATSI school must show that the student group identified in the ATSI designation is no longer performing as low as the lowest 5% of Title I schools.

- In SY 2022-2023, a school first identified in Cohort 1 of ATSI schools became a CSI Low Performing Student Group if:

  - The school was a Title I school

  - The same student group that had been identified in the ATSI designation continued to perform as low as the lowest 5% of Title I schools in SY 2021-2022.
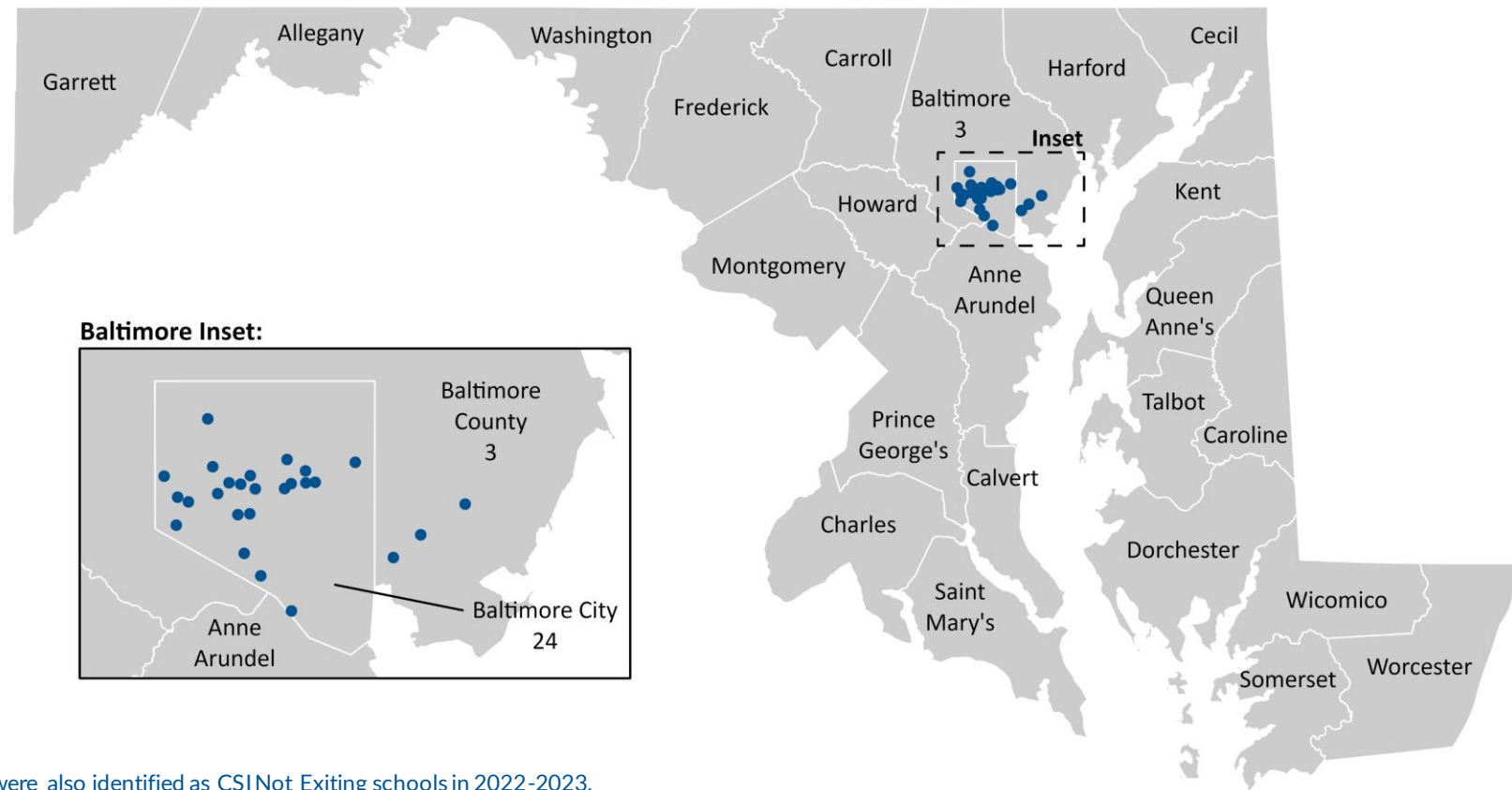
Comprehensive Support and Improvement (CSI) Lowest Performing Schools

A Title I school meets the criteria for CSI Lowest Performing Schools when the Total Points Earned Percent is lower than the bottom 5% of all Title I schools.

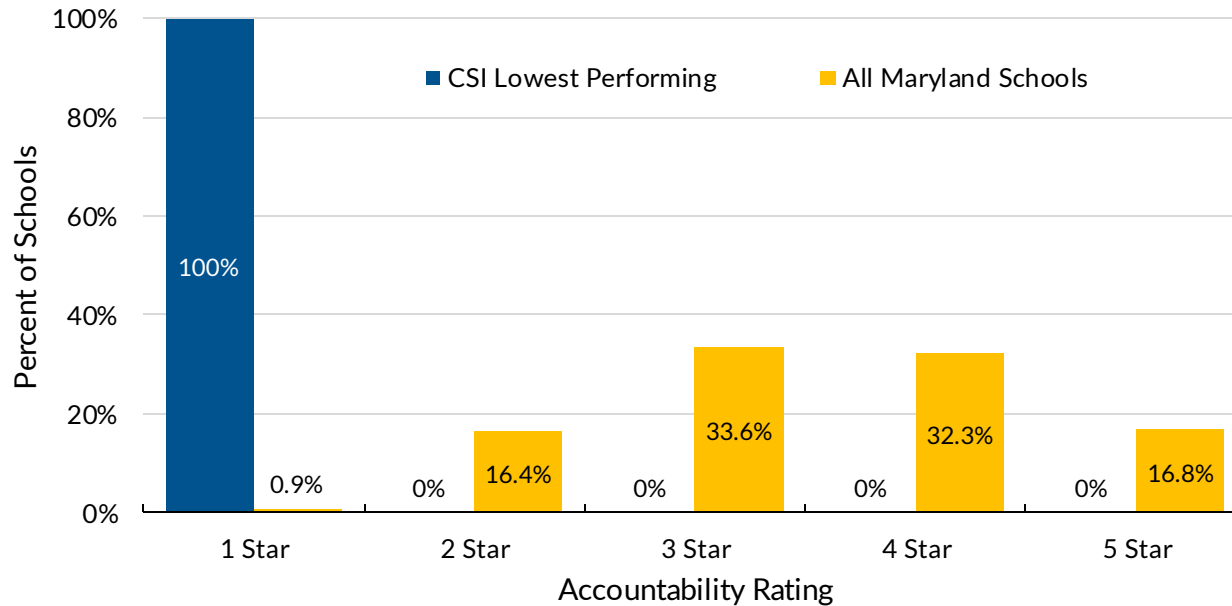# CSI Lowest Performing Schools by Local Education Agency

All 27 CSI Lowest Performing Schools identified in 2022-2023 are in Baltimore City or Baltimore County.

Note: Includes 11 schools that were also identified as CSI Not Exiting schools in 2022-2023.
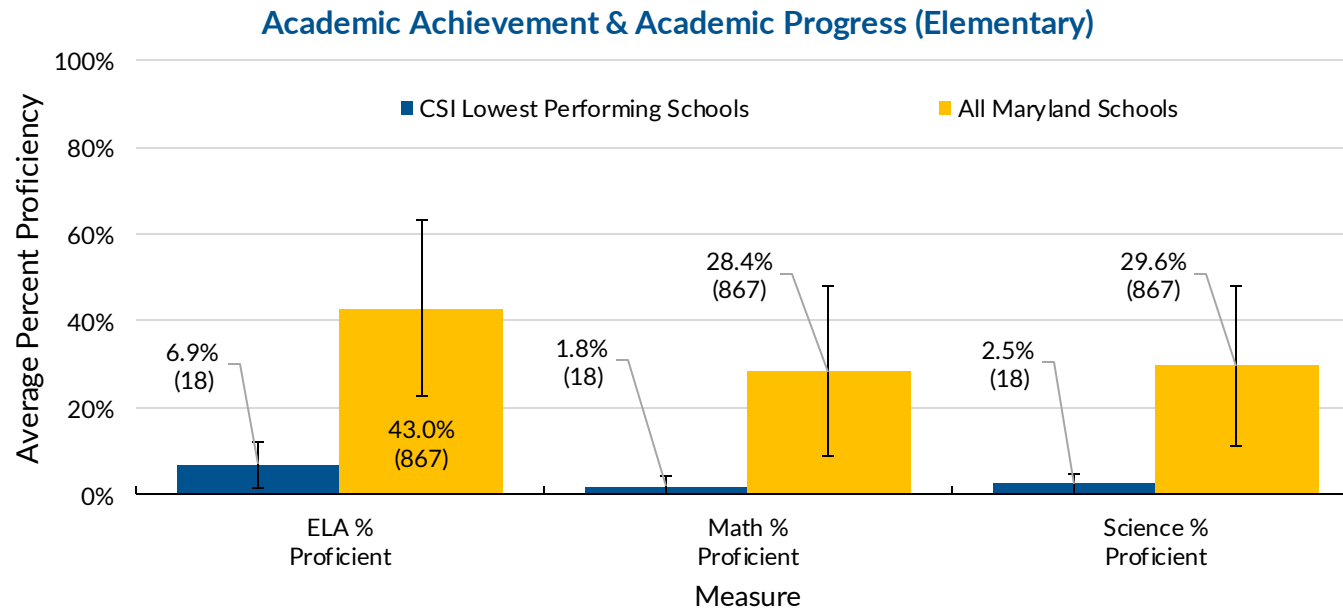
Star Ratings for CSI Lowest Performing Schools

All CSI Lowest Performing Schools received a 1-star rating in the accountability system. By contrast, almost two thirds of all Maryland schools received either a 3-star or a 4-star rating.

Note: "All Maryland Schools" excludes schools identified as CSI Lowest Performing. The star rating is a concise way of showing the percentage of points earned.

Characteristics of CSI Lowest Performing Schools – Elementary School Grade Span (1 of 2)
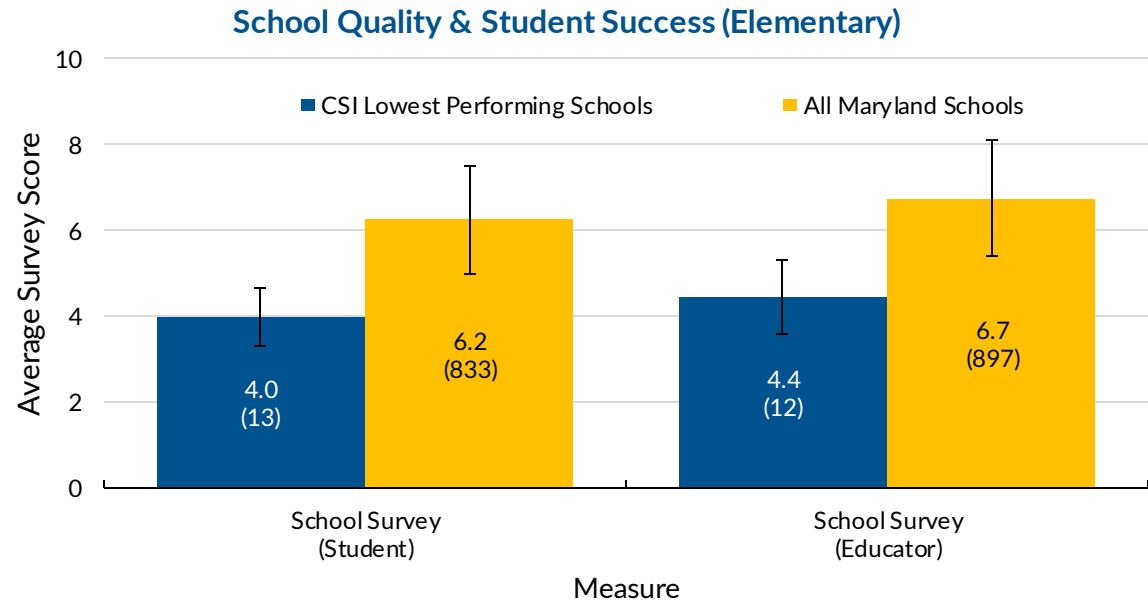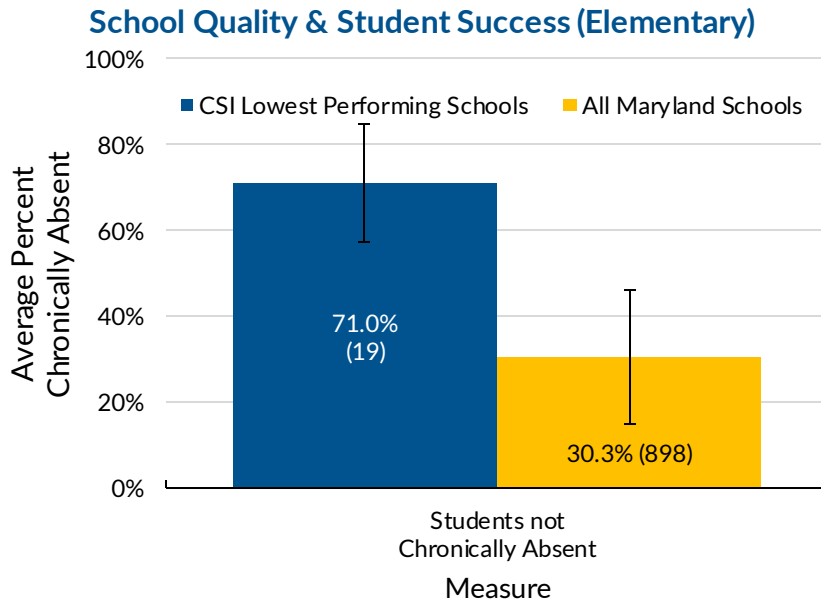
For both CSI Lowest Performing elementary schools and for the average elementary school in Maryland, the proficiency rates in ELA were higher than in math and science. However, CSI Lowest Performing elementary schools had substantially lower proficiency rates in all three subjects compared to the average elementary school.

Academic Achievement & Academic Progress (Elementary)

■ CSI Lowest Performing Schools   ■ All Maryland Schools

- ELA % Proficient: 6.9% (18); 43.0% (867)
- Math % Proficient: 1.8% (18); 28.4% (867)
- Science % Proficient: 2.5% (18); 29.6% (867)

Y-axis: Average Percent Proficiency
X-axis: Measure

Note: "All Maryland Schools" excludes schools identified as CSI Lowest Performing. Error bars represent uncertainty to one standard deviation (number of schools in analysis included in the parentheses).

Characteristics of CSI Lowest Performing Schools – Elementary School Grade Span (2 of 2)
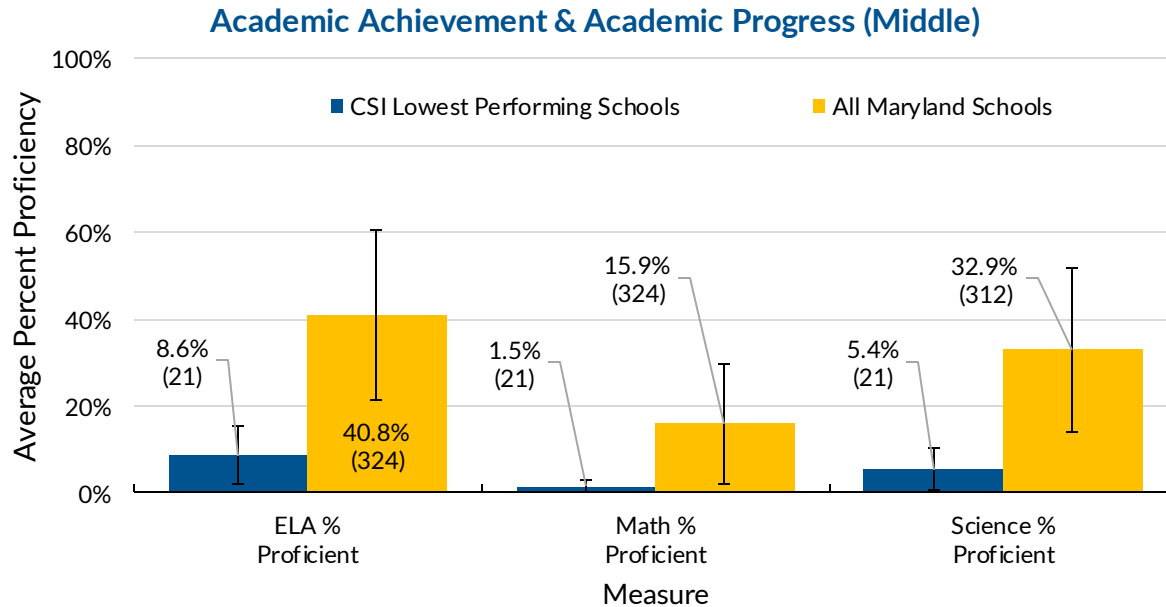
Elementary schools identified as CSI Lowest Performing schools have chronic absenteeism rates more than double those of the average elementary school in Maryland. In addition, the Maryland School Survey scores at elementary CSI Lowest Performing schools were substantially lower for both students and educators.

School Quality & Student Success (Elementary)

Legend: CSI Lowest Performing Schools, All Maryland Schools

Y-axis: Average Percent Chronically Absent (0% to 100%)

- Students not Chronically Absent: CSI Lowest Performing Schools 71.0% (19), All Maryland Schools 30.3% (898)

X-axis: Measure

School Quality & Student Success (Elementary)

Legend: CSI Lowest Performing Schools, All Maryland Schools

Y-axis: Average Survey Score (0 to 10)

- School Survey (Student): CSI Lowest Performing Schools 4.0 (13), All Maryland Schools 6.2 (833)
- School Survey (Educator): CSI Lowest Performing Schools 4.4 (12), All Maryland Schools 6.7 (897)
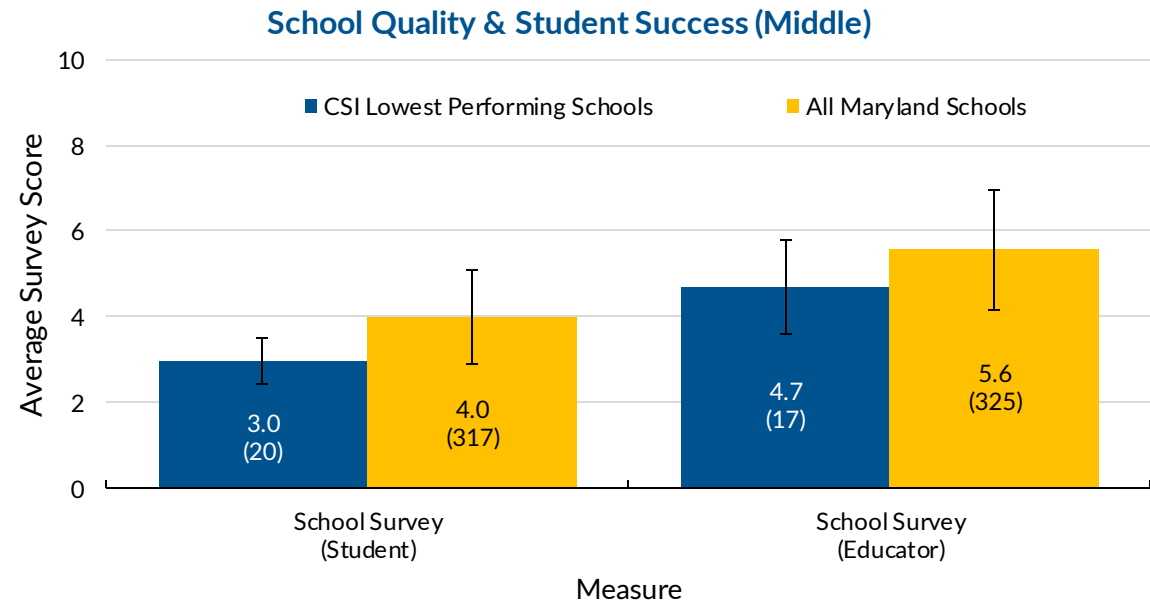
X-axis: Measure

Note: "All Maryland Schools" excludes schools identified as CSI Lowest Performing. Error bars represent uncertainty to one standard deviation. Number of schools included in the parentheses.

Characteristics of CSI Lowest Performing Schools – Middle School Grade Span (1 of 2)

For both CSI Lowest Performing middle schools and for the average middle school in Maryland, the proficiency rates were higher in ELA than in math and science. However, CSI Lowest Performing middle schools had substantially lower proficiency rates in all three subjects compared to the average middle school.

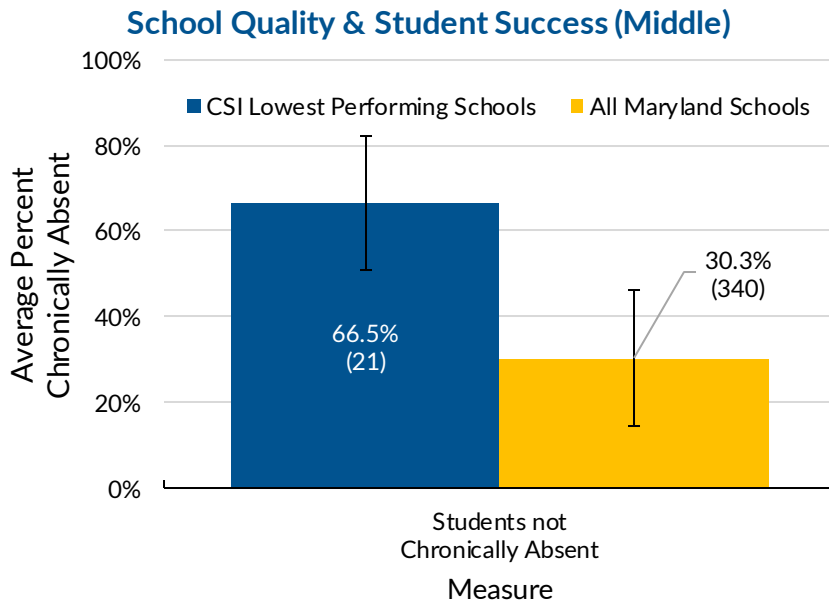**Academic Achievement & Academic Progress (Middle)**

Note: "All Maryland Schools" excludes schools identified as CSI Lowest Performing. Error bars represent uncertainty to one standard deviation. Number of schools included in the parentheses.

Characteristics of CSI Lowest Performing Schools – Middle School Grade Span (2 of 2)

Middle schools identified as CSI Lowest Performing schools have chronic absenteeism rates more than double the average middle school in Maryland. In addition, the Maryland School Survey scores at middle CSI Lowest Performing schools were lower for both students and educators.

School Quality & Student Success (Middle)

School Quality & Student Success (Middle)

Note: "All Maryland Schools" excludes schools identified as CSI Lowest Performing. Error bars represent uncertainty to one standard deviation. Number of schools included in the parentheses.

Identification and Exit Timeline for CSI Lowest Performing Schools

Cohort 1 of CSI Lowest Performing Schools was identified in SY 2018 -2019. Schools that met annual targets and were no longer in the bottom 5% exited the cohort in SY 2022-2023. Cohort 2 of CSI Lowest Performing Schools was identified in SY 2022-2023. These schools will have an opportunity to exit the CSI designation in SY 2026-2027.

		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Cohort 1 (2018-2019)	CSI Lowest Performing	ID	X	X	X	Exit				
Cohort 2 (2022-2023)	CSI Lowest Performing					ID	X	X	X	Exit

Note: 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.

Cohort 1 of CSI Lowest Performing Schools: Exited CSI, Not Exiting, and Closed

To exit Cohort 1, a CSI Lowest Performing School must no longer be in the bottom 5% of Title I schools and needs to meet annual targets for all students.*

Out of the 21 CSI Lowest Performing schools in Cohort 1, four schools exited the CSI status altogether. They are all in Baltimore City.

Cohort 1 CSI Lowest Performing Schools (N =26) Exited, Not Exiting, and Closed as of 2022-2023		
Exited CSI	No new designation	0
	ATSI Cohort 2	4
CSI Not Exiting	CSI Lowest Performing School Cohort 2	10
	CSI Low Graduation Rate Cohort 2	2
	Did not meet targets to exit Cohort 1	5
Closed Schools	Closed schools	5

* Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan.

Note: School identification Year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022.

Comprehensive Support and Improvement (CSI) Low Graduation Rate Schools

A high school meets the criteria for CSI Low Graduation Rate when one third or more of their students do not graduate within four years.

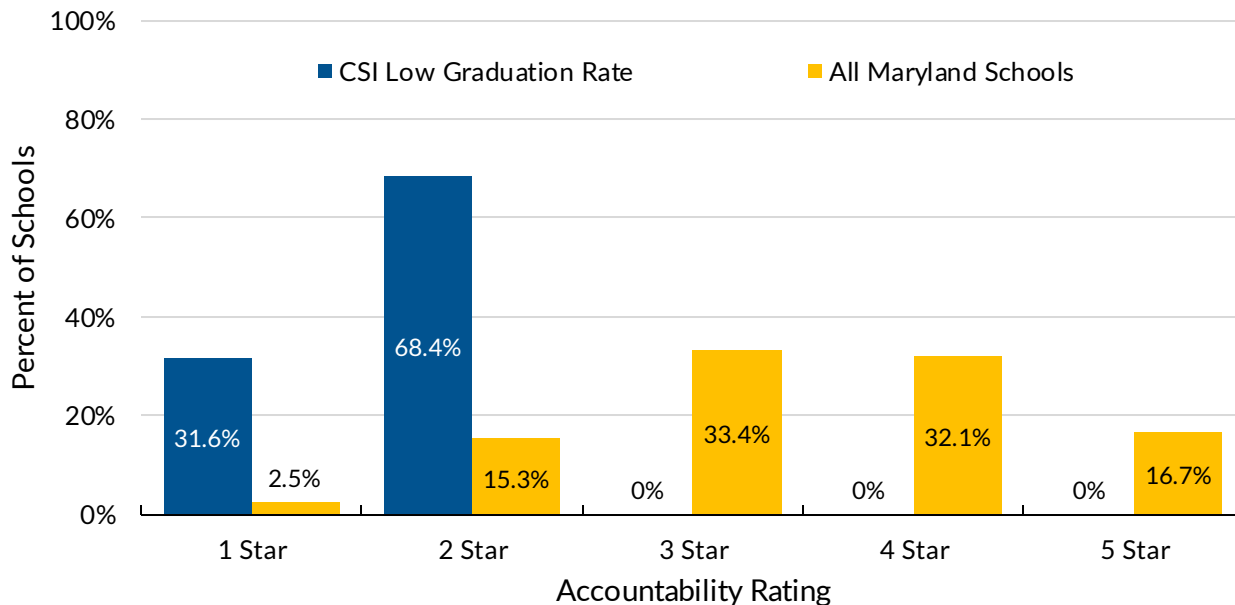# CSI Low Graduation Rate Schools by Local Education Agency

Fourteen of the 19 CSI Low Graduation Rate schools identified in 2022–2023 are in Baltimore City. The remaining are in Anne Arundel and Prince George's Counties.*
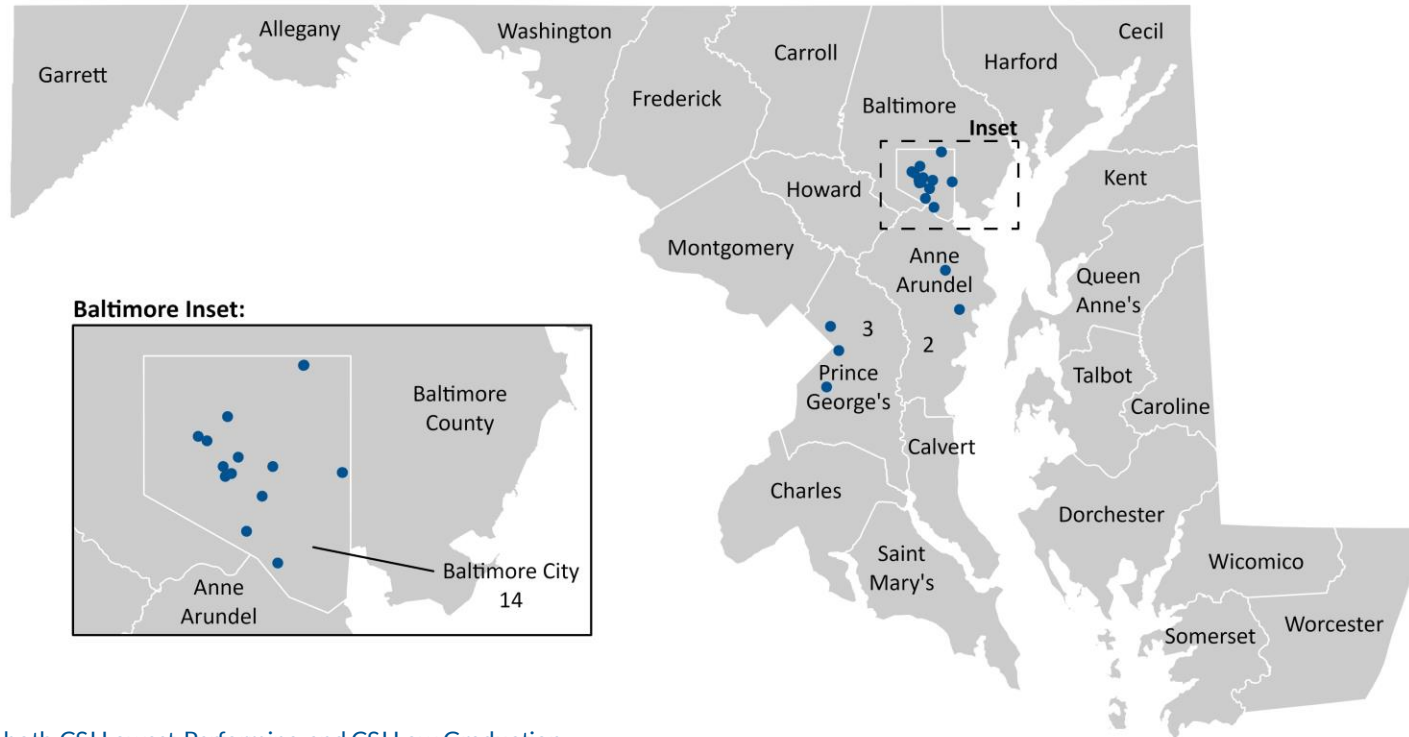
* There are two schools that are identified as both CSI Lowest Performing and CSI Low Graduation.

# Star Ratings for CSI Low Graduation Rate Schools

More than two thirds of CSI Low Graduation Rate schools received a 2-star rating in the accountability system. By contrast, almost two thirds of all Maryland schools received either a 3-star or a 4-star rating.

Note: "All Maryland Schools" excludes schools identified as CSI Low Graduation Rate.

Characteristics of CSI Low Graduation Rate Schools – High School

The percentage of ninth-grade students on track to graduation on time is double at the average Maryland high school compared to CSI Low Graduation Rate schools. The four-year and five-year adjusted cohort graduation rates are 34 to 42 percentage points higher at the average Maryland high school compared to those at CSI Low Graduation Rate schools.
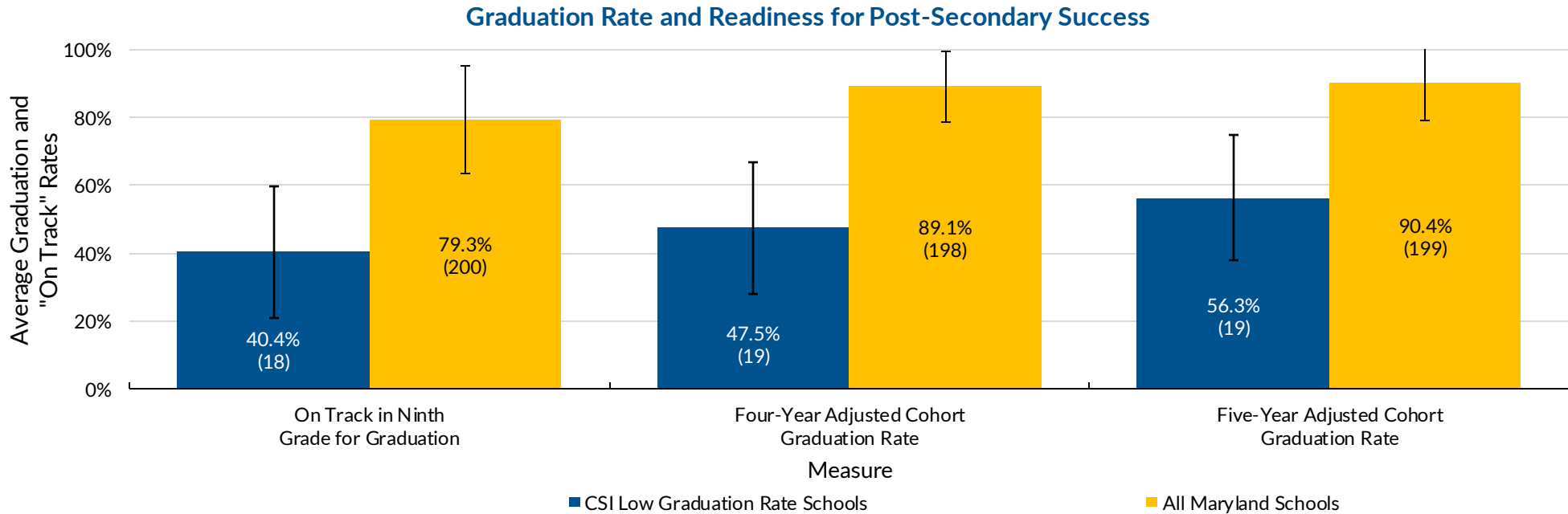
Graduation Rate and Readiness for Post-Secondary Success

Note: "All Maryland Schools" excludes schools identified as CSI Low Graduation Rate. Results shown only include the high school grade span (grades 9-12). Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools.

Identification and Exit Timeline for CSI Low Graduation Rate Schools

Cohort 1 of CSI Low Graduation Rate Schools was identified in SY 2018-2019. Schools having more than 2/3 or students graduating on-time exited the cohort in SY 2022-2023. Cohort 2 of CSI Low Graduation Rate Schools was identified in SY 2022-2023. These schools will have an opportunity to exit the CSI designation in SY 2026-2027.

		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Cohort 1 (2018-2019)	CSI Low Graduation Rate	ID	X	X	X	Exit				
Cohort 2 (2022-2023)	CSI Low Graduation Rate					ID	X	X	X	Exit

Note: 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. On-time graduation is within 4 years.

Cohort 1 of CSI Low Graduation Rate Schools: Exited, Not Exiting, and Closed

To exit Cohort 1, a CSI Low Graduation Rate school must graduate more than two thirds of their high school students on time.*

Out of the 17 CSI Low Graduation Rate schools in Cohort 1, four schools exited the CSI status altogether.

Two of the exiting schools are in Baltimore City and the other two are in Prince George's County.

Cohort 1 CSI Low Graduation Schools (N = 17) Exited, Not Exiting, and Closed as of 2022-2023		
Exited CSI	No new designation	4
	ATSI Cohort 2	--
CSI Not Exiting	CSI Lowest Performing School Cohort 2	1
	CSI Low Graduation Cohort 2	10
Closed Schools	Closed schools	2

* Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan.

Note: School identification Year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022. On-time graduation is within 4 years.

Comprehensive Support and Improvement (CSI) Not Exiting Schools

Schools in this new designation include the CSI Lowest Performing Title I schools, and CSI Low Graduation Rate schools identified in SY 2018-2019 that did not exit in SY 2022-2023.

CSI Cohort 1 Not Exiting Schools by Local Education Agency

Of the 30 CSI Not Exiting schools identified in 2022-2023, 28 schools are in Baltimore City and 2 are in Anne Arundel County.*
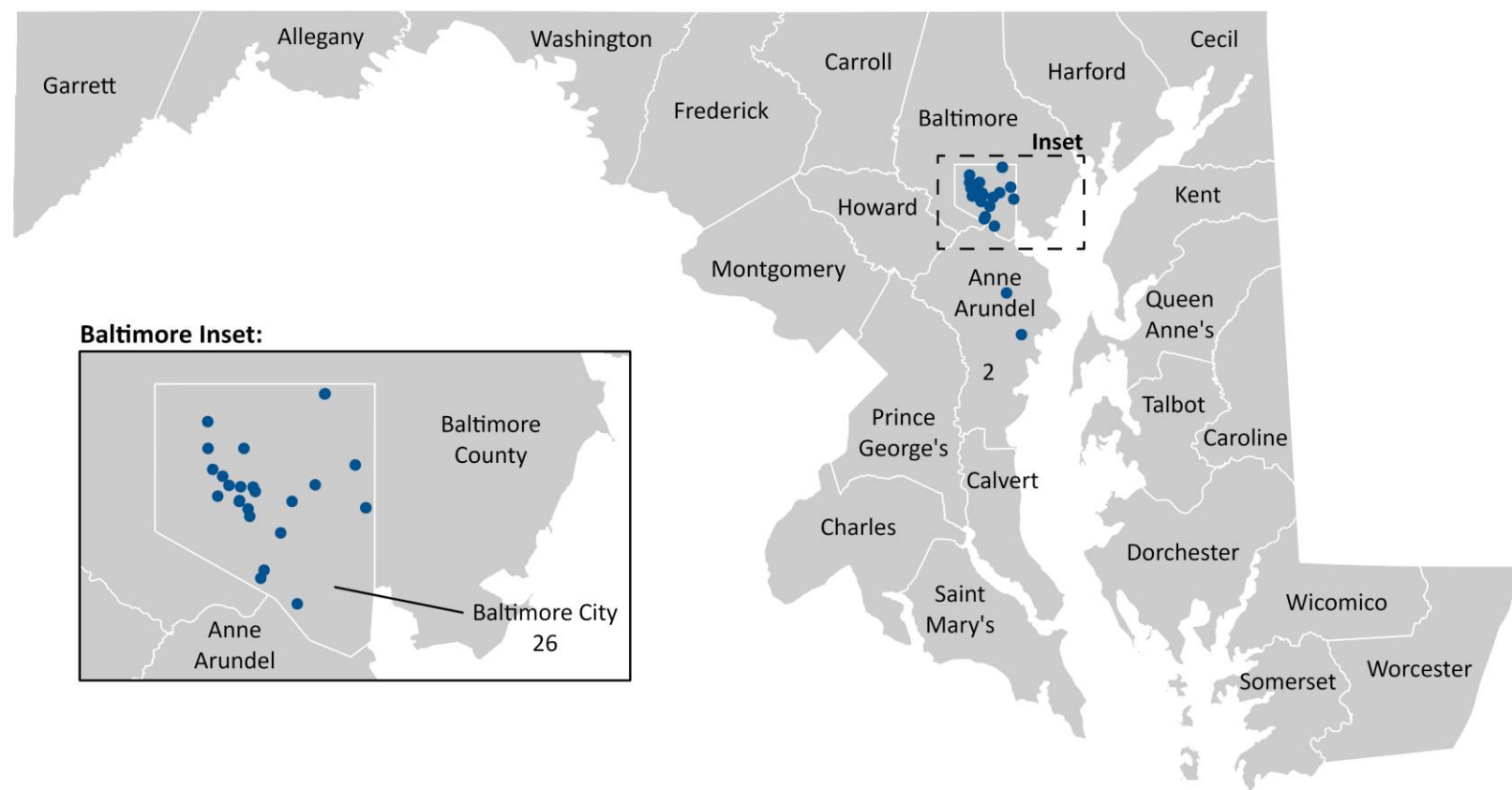
*Both schools identified in Anne Arundel County are alternative school. The current Accountability System includes alternative schools and does not differentiate when identifying schools.

Exit Timeline for CSI Not Exiting Schools

CSI schools identified in SY 2018-2019 (including both Lowest Performing and Low Graduation Rate) that did not exit in SY 2022-2023 and are now Cohort 2 of CSI Schools. These schools will have an opportunity to exit the CSI designation in SY 2026-2027.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
CSI Lowest Performing	ID	x	x	x	Exit				
CSI Lowest Performing Not Exiting	ID	x	x	x	x	x	x	x	Exit
CSI Low Graduation Rate	ID	x	x	x	Exit				
CSI Low Graduation Rate Not Exiting	ID	x	x	x	x	x	x	x	Exit

Note: 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.

CSI Not Exiting Schools (2022-2023)

To exit Cohort 1, a CSI Lowest Performing school needs to meet annual targets for all students, and no longer be in the bottom 5% of Title I schools. A CSI Low Graduation Rate school must graduate more than 2/3 of their high school students.*

A Cohort 1 CSI Lowest Performing school may become a Cohort 2 CSI Low Graduation Rate school, and vice versa.

Out of the 43 schools identified as CSI Cohort 1, 28 did not exit the CSI status in 2022-2023. Eleven of them became CSI Lowest Performing schools (Cohort 2) and twelve became CSI Low Graduation Rate schools (Cohort 2).

Cohort 1 CSI Schools (N = 43) Exited, Not Exiting, and Closed as of 2022-2023		
Exited CSI	No new designation	4
	ATSI Cohort 2	4
CSI Not Exiting	CSI Lowest Performing School Cohort 2	11
	CSI Low Graduation Cohort 2	12
	Did not meet targets to exit Cohort 1	5
Closed Schools	Closed schools	7

* Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan.

Note: School identification Year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022.

Additional Targeted Support and Improvement (ATSI) Schools

Schools are identified as ATSI if they have at least one student group performing as low as the lowest performing 5% of Title I schools.

Additional Targeted Support and Improvement (ATSI) Schools: Identification

Additional Targeted Support and Improvement (ATSI) Schools are identified every 3 years, and all schools regardless of Title I status may be identified. Schools are identified if they have at least one student group performing as low as the lowest performing 5% of Title I schools.
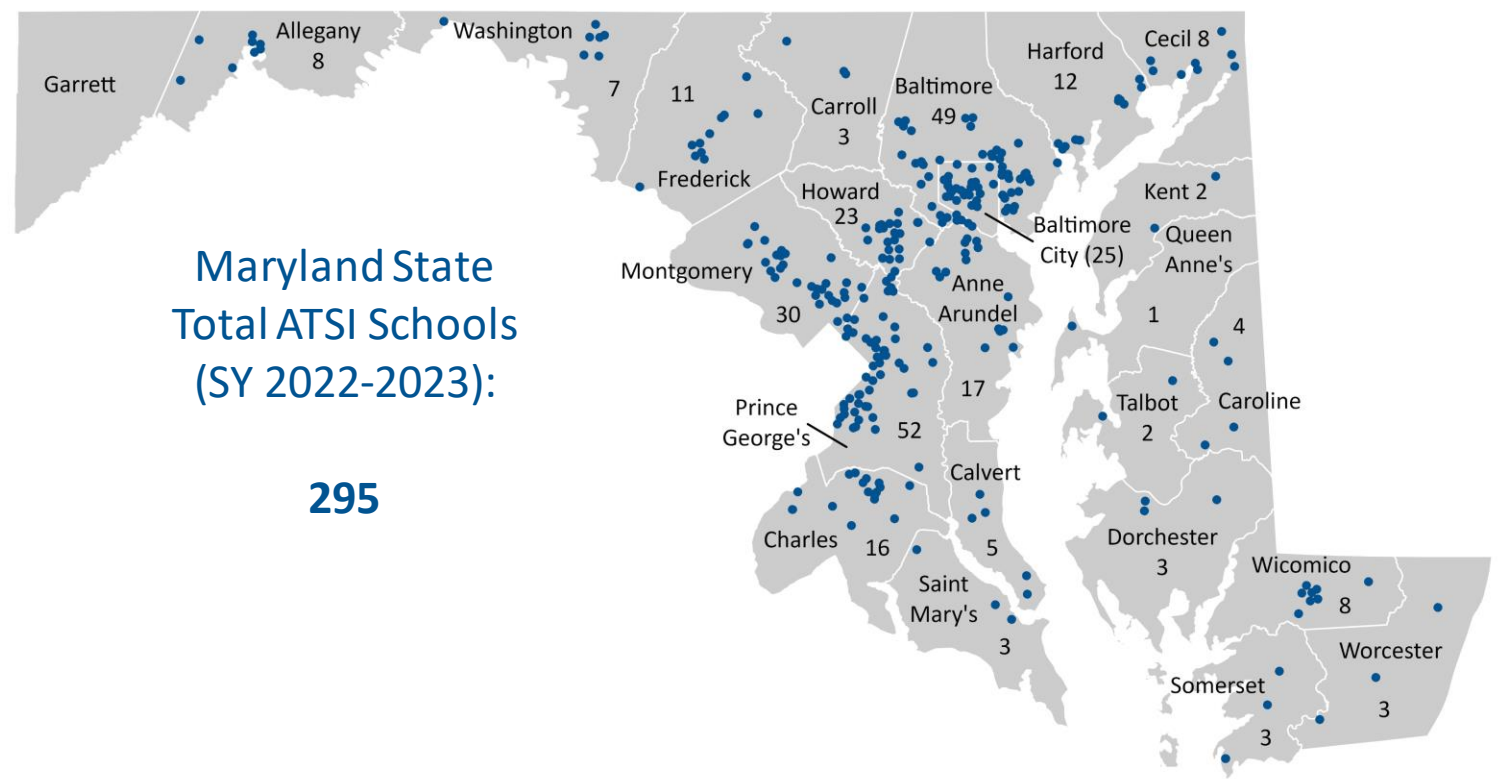
There were 376 schools identified as ATSI in SY 2018-2019 and 295 schools identified as ATSI in SY 2022-2023.

Additional Targeted Support and Improvement (ATSI) Schools	Cohort 1 SY 2018-2019	Cohort 2 SY 2022-2023
Schools where one or more student group(s) is performing the same or worse than the lowest performing five percent of Title I schools.	Cut point: 34.41 Total number of Schools 376 schools	Cut point: 29.67 Total number of Schools 295 schools

Note: School identification Year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022. CSI Cohort I schools that are open in SY 2022-2023 included. The cut points are determined by ranking Title I schools and identifying the point in which 5% or less of the schools perform on the entire Accountability System.
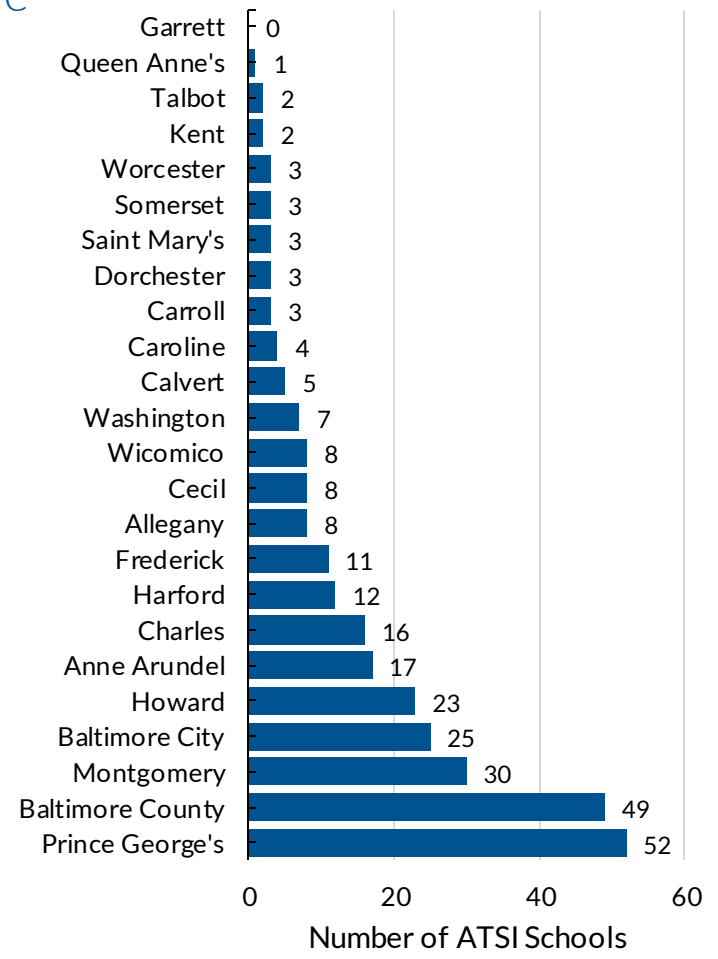
ATSI Schools by Local Education Agency (2022-2023)

There's at least one ATSI school in every LEA except for Garrett. Nine LEAs have 10 or more ATSI schools. The largest numbers of ATSI schools are in Prince George's County (52), Baltimore County (49), and Montgomery County (30).

Maryland State
Total ATSI Schools
(SY 2022-2023):

295

Number of ATSI Schools

LEA	Number
Garrett	0
Queen Anne's	1
Talbot	2
Kent	2
Worcester	3
Somerset	3
Saint Mary's	3
Dorchester	3
Carroll	3
Caroline	4
Calvert	5
Washington	7
Wicomico	8
Cecil	8
Allegany	8
Frederick	11
Harford	12
Charles	16
Anne Arundel	17
Howard	23
Baltimore City	25
Montgomery	30
Baltimore County	49
Prince George's	52

# ATSI Schools: Identified Student Groups (2022-2023)

The student group most frequently identified in ATSI schools in Cohort 1 and Cohort 2 was Students with Disabilities. The percentage of ATSI schools in which Students with Disabilities was an identified student group increased from 76% to 81% from Cohort 1 to Cohort 2.

ATSI Schools - Identified Student Groups
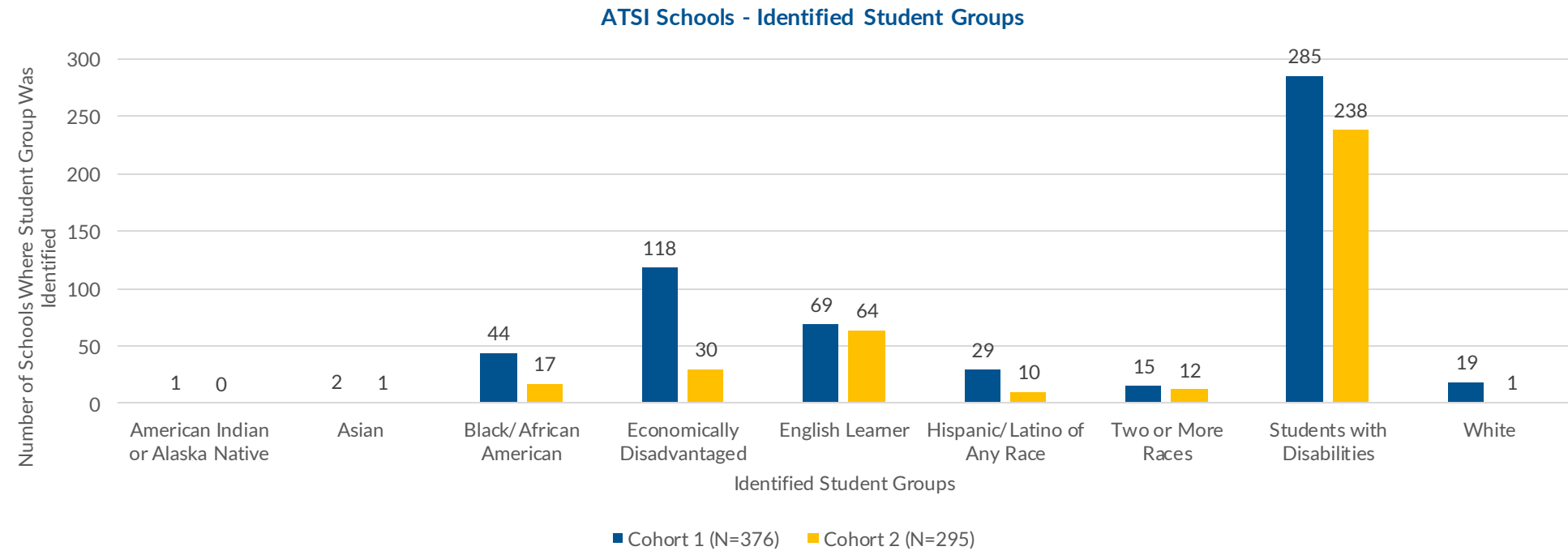
Note: More than one student group can be identified in a school's ATSI designation.

Star Rating for ATSI Schools (2022-2023)

Out of all ATSI schools, 71% received at least a 3-star rating in the accountability system, compared to close to 84% of all Maryland schools.
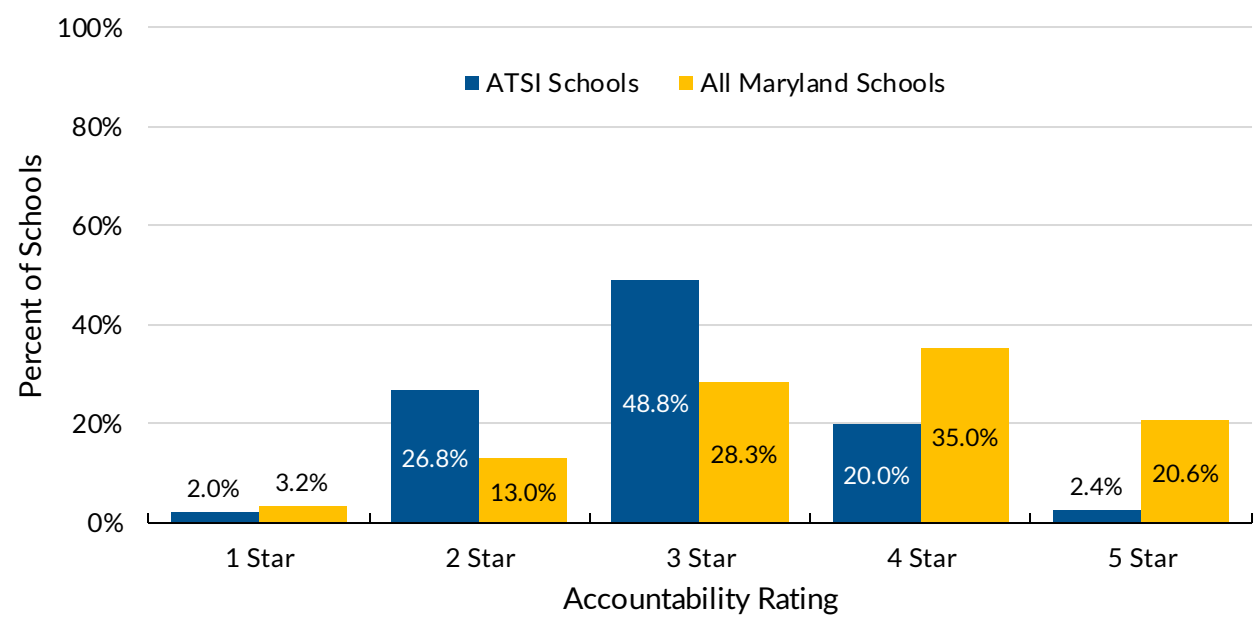
Note: "All Maryland Schools" excludes schools identified as ATSI.

ATSI Schools Identification and Exit Timeline

ATSI schools were first identified in SY 2018-2019. In SY 2022- 2023, ATSI schools in Cohort 1 that did not exit and are now Cohort 2 of ATSI schools. Title I schools that were identified as a ATSI for the same student group in both SY 2018-2019 and in SY 2022-2023 became part of Cohort 1 of CSI Low Performing Student Group schools.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
ATSI	ID	x	x	x	Exit				
ATSI • Not exiting	ID	x	x	x	x	x	x	x	Exit
ATSI • Not Exiting • Same Student Group • Title I	ID	x	x	x					
CSI Low Performing Student Group					ID	x	x	x	Exit

Note: 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.

Cohort 1 of ATSI Schools: Exited, Not Exiting, and Closed

To exit Cohort 1, an ATSI school must show that the student group identified in the ATSI designation in 2018-2019 is no longer performing as low as the lowest 5% of Title I schools.*

178 of the 376 schools that were identified as ATSI in Cohort 1 exited ATSI status and did not acquire any other status.

Cohort 1 ATSI Schools (n= 376) Exited, Not Exiting, and Closed as of 2022-2023	
Exited ATSI – No new designation	178
ATSI Cohort 2	81
CSI Low Performing Student Group	89
CSI Lowest Performing Cohort 2	13
CSI Low Graduation Rate Cohort 2	5
Closed Schools	10

*Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan

Note: School identification Year is based on prior year data. For example, SY 2022-2023 is based on accountability system results from SY 2021-2022.

Comprehensive Support and Improvement (CSI) Schools Low Performing Student Group

CSI Low Performing Student Group schools are a new designation of Comprehensive Support and Improvement (CSI) Schools. These Title I schools were identified in SY 2018-2019 and again in SY 2022-2023 as having one or more student group performing at the bottom 5% and have transitioned from Additional Targeted Support and Improvement (ATSI) schools to CSI Low Performing Student Group Schools.

CSI Low Performing Student Group Schools: Identification

The CSI Low Performing Student Group schools were identified for the first time in SY 2022-2023.

Definition: Any Title I Additional Targeted Support and Improvement (ATSI) school identified in SY 2018-2019 that did not exit the designation in SY 2022-2023.

- School identified as an ATSI school in SY 2018-2019.

- School is a Title I school in SY 2022-2023, the identification year.

- School has a student group having at least 45 possible points and performing as low as the lowest performing five percent of Title I schools for both SY 2018-2019 and SY 2021-2022.

Out of the 376 schools identified as ATSI in SY 2018-2019, 89 became CSI Low Performing Student Group schools in 2022-2023.

CSI Low Performing Student Group Schools by Local Education Agency (2022-2023)

Of the 89 CSI Low Performing Student Group schools, 43 are in Baltimore City. Prince George's County and Baltimore County have 21 and 10 of these schools, respectively.

Maryland State
Total CSI Low Performing
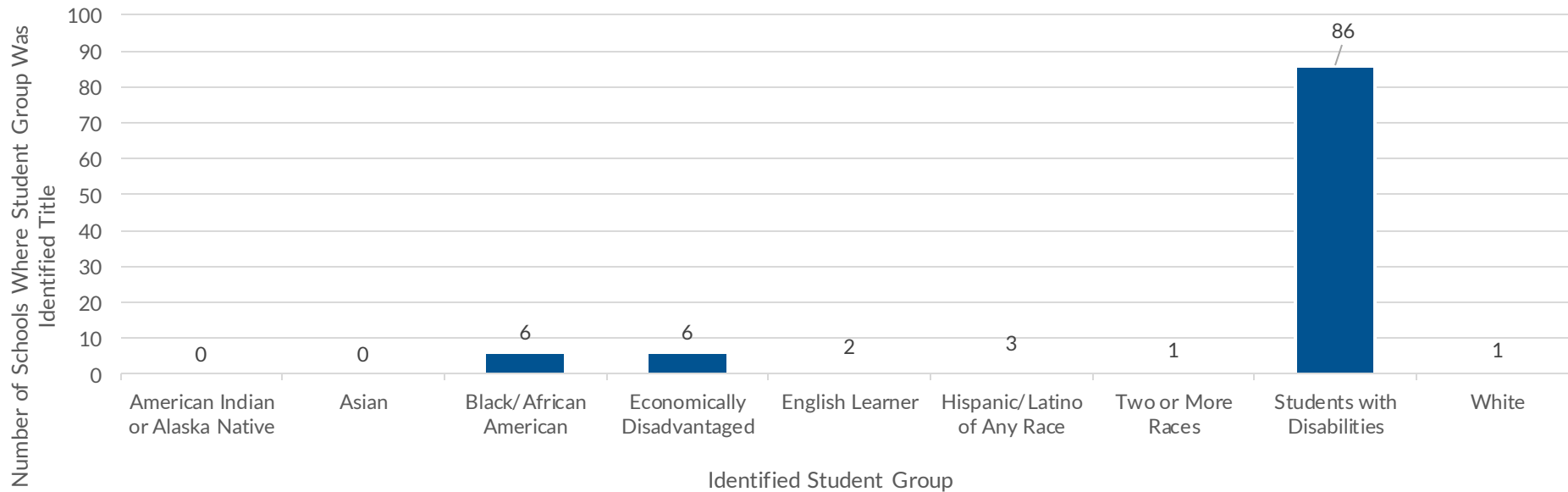Student Group schools
(SY 2022-2023): **89**
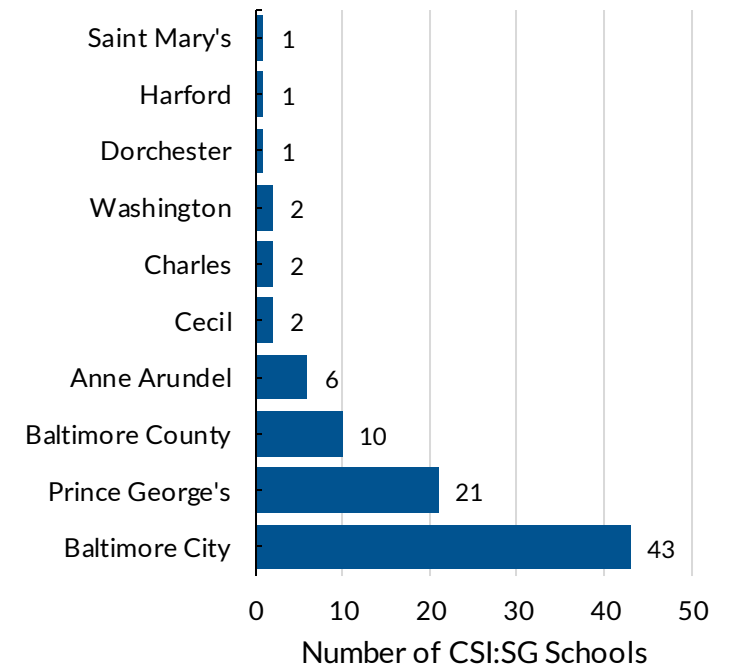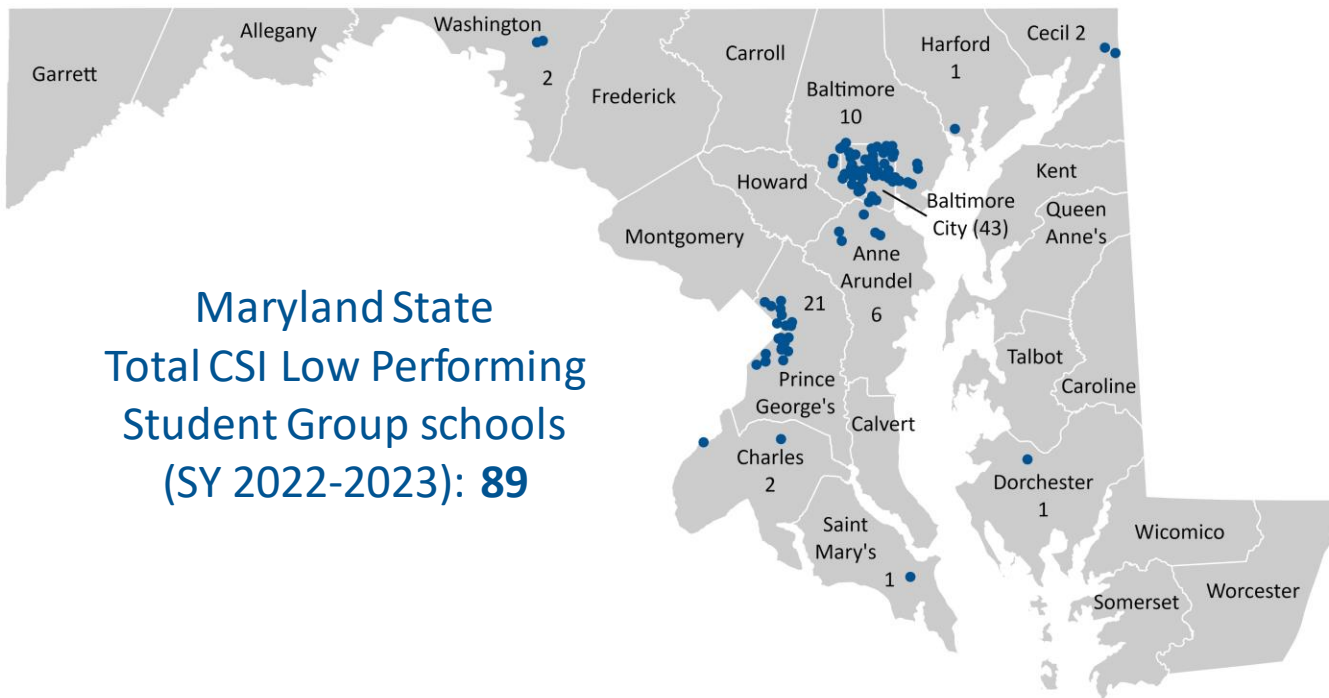
Note: The current Accountability System includes alternative schools and does not differentiate when identifying schools.

CSI Low Performing Student Group Schools - Identified Student Groups (2022-2023)

Students with Disabilities is the student group most frequently identified in CSI Low Performing Student Group schools.
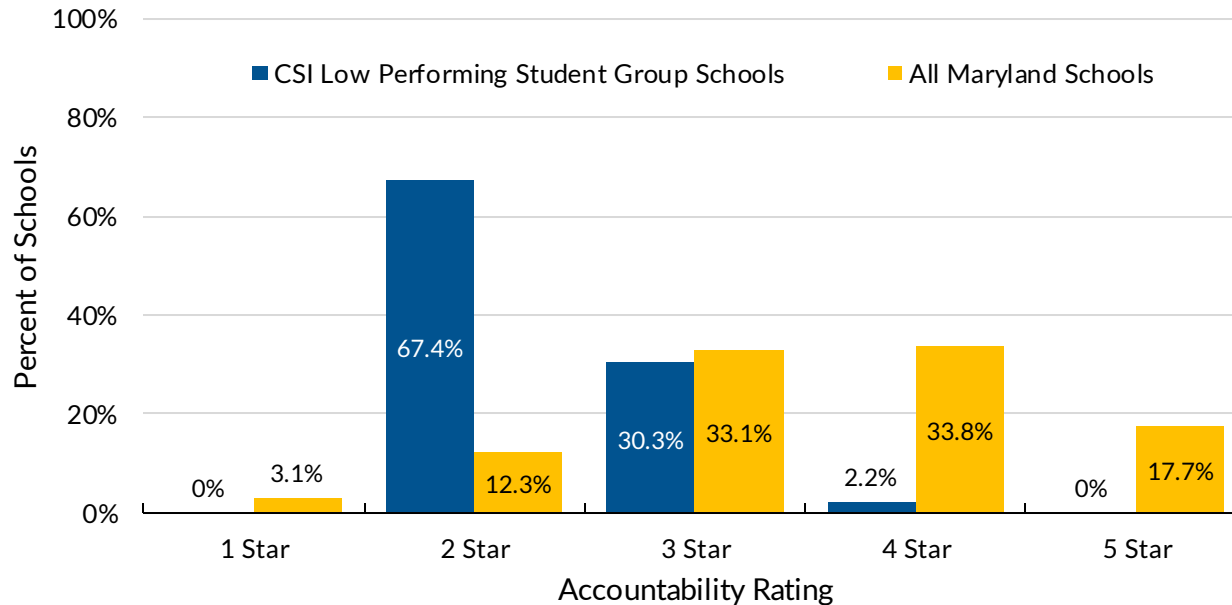
**CSI Low Performing Student Group Schools
Identified Student Groups**

Star Ratings for CSI Low Performing Student Group Schools (2022-2023)

Two thirds of CSI Low Performing Student Group schools received 2 stars in the accountability system. By contrast, two thirds of all Maryland high schools received either a 3-star or a 4-star rating.

Note: "All Maryland Schools" excludes schools identified as CSI Low Performing Student Group.

CSI Low Performing Student Group Schools: Exit Criteria

To exit Cohort 1 of CSI Low Performing Student Group schools, a school must show that the student group identified in the CSI Low Performing Student Group designation in 2022-2023 is no longer performing as low as the lowest 5% of Title I schools in SY 2026-2027.

- To identify CSI Low Performing Student Group schools in SY 2022-2023, MSDE used data from the prior year, SY 2021-2022.

  - Based on the distribution of Total Earned Points for all students in Title I schools in SY 2021-2022, the cut point for the bottom 5% was **29.67.**

To determine whether a school will exit the CSI Low Performing Student Group designation in SY 2026-2027, MSDE will use data from the prior year, SY 2025-2026.

- The cut point for all students will be determined based on the distribution of Total Earned Points by Title I schools in SY 2025-2026.

CSI Low Performing Student Group Schools: Identification and Exit Timeline

Any Title I Additional Targeted Support and Improvement (ATSI) school identified in SY 2018-2019 that did not exit the designation in SY 2022-2023 became part of Cohort 1 of CSI Low Performing Student Group schools. These schools will have an opportunity to exit the CSI designation in SY 2026-2027,

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
ATSI	ID	x	x	x	Exit				
ATSI • Not Exiting • Same Student Group • Title 1	ID	x	x	x					
CSI Chronically Low-Performing Student Group					ID	x	x	x	Exit

Note: 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.

Requirements and Supports for CSI and ATSI Schools

MSDE distinguishes areas for continued support for CSI and ATSI schools to meet exiting requirements.

Requirements and Supports for CSI schools

Responsibility	Action
School Leaders	• Have a **root cause analysis** conducted by a partner to uncover the causes of performance challenges. • Complete a needs assessment based on root cause analysis and prioritized needs. • Develop an **action (improvement) plan** that identifies measurable benchmarks toward meeting annual targets and exit criteria in three years. • Develop a **sustainability plan** and have it approved by the LEA and MSDE prior to school exit.
LEA	• Implement a **collaborative process** that includes input from diverse stakeholder groups (school administration, parents, teachers, etc.) to help schools review results of root cause analysis, complete needs assessment, and prioritize needs, and **ensures evidence-based systemic support to exit.** • Approve sustainability plans.
MSDE	• **Facilitate root cause analysis and improvement plan development process** in collaboration with an external partner and provide technical assistance on the development of a sustainability plan. • Approve improvement plans and monitor them annually. • Approve sustainability plans.

Source: Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan

Requirements and Supports for CSI Not Exiting Schools

Responsibility	Action
School Leaders	• Implement **resources and strategies** provided during professional learning experiences. • Meet established **benchmarks and accountability measures** in revised improvement plans. • Participate in **targeted professional learning** identified by the LEA and MSDE.
Local School Superintendents	• Make **staffing and resource allocation changes** based on recommendations from MSDE and stakeholder team.
MSDE	• Lead implementation of **intervention strategies** at identified schools. • Convene stakeholder group to provide support in **reviewing and providing recommendations for the root cause analysis and improvement plan**. • Identify **targeted professional learning** for LEA staff, principals, and teacher leaders.

Source: Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan

Requirements and Supports for ATSI schools

Responsibility	Action
School Leaders	• Develop an **improvement plan that identifies measurable benchmarks** toward meeting exit criteria. • Develop **a sustainability plan** and have it approved by the LEA prior to school exit.
LEA	• Approve improvement plans and monitor them annually. • Approve sustainability plans.
MSDE	• Conduct technical assistance around goal setting and the development of a sustainability plan. • Share school improvement **tools, templates, and resources**.

Source: Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan

Areas of Continued Support (1 of 2)

Type of Support	Description
Exiting Support (for schools that no longer meet identification criteria and meet targets for 2 years)	• Improvement plan approval and monitoring, and sustainability plan approval for all CSI Schools (MSDE). • Improvement plan approval and monitoring, and sustainability plan approval for all ATSI Schools (LEA).
More Rigorous Interventions (for schools that fail to meet exit criteria within 3 years)	• Stakeholder review led by MSDE. • Local superintendent required to make staffing and resource allocation changes based on MSDE's recommendations. • Targeted support provided to principals, who are accountable for implementing resources and strategies, and meeting improvement plan goals. • LEA and school-based staff required to participate in targeted professional learning identified by MSDE. • On-site school visits to monitor progress. • Quarterly LEA fiscal reviews.

Source: Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan

Areas of Continued Support (2 of 2)

Type of Support	Description
Professional Learning/Technical Assistance	• Root cause analysis (conducted by a partner) • Needs assessment • Action (improvement) planning • ELA and mathematics curriculum vetted by MSDE • Establish a Resource HUB • Targeted professional learning for CSI and ATSI school leaders • Establishment of a network of partners and community resources by CSI and ATSI school leaders
Resource Allocation Review	• Identification of resource inequities (part of root cause analysis) • Local Superintendents responsible for developing strategies for addressing the inequities in CSI and ATSI schools • Monthly spend down report • Summative fiscal report

Source: Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan

Funding for CSI and ATSI Schools

MSDE is leveraging a per-pupil formula allocation for school improvement. MSDE will maintain consistent allocation across CSI categories, with plans for future root cause analyses to further optimize resource allocation within the LEA. The section also includes detailed information on each LEA's allocation.

Funding for ATSI and CSI Schools (1 of 4)

MSDE's overall **funding is lower compared to the last iteration** of CSI and ATSI identification due to the most recent census wherein **Maryland's share of the eligible population is lower relative to other states and Maryland wealth is higher** relative to other states.

MSDE **considered three approaches to LEA formula allocation for the 7% set-aside** associated with school improvement (Sec. 1003) under ESSA.

- Competitive grant opportunity

- School-level formula allocation for each CSI/ATSI school → | MSDE approach utilized in the last identification round (2017 - 2018) |

- Per-pupil formula allocation for each CSI/ATSI school

MSDE will need to update the State's ESSA Plan to utilize competitive grants in future years, so MSDE ultimately **leveraged a per-pupil formula allocation approach to improve allocation precision** in this round given less available funding overall and more eligible schools for that same funding.

Funding for ATSI and CSI Schools (2 of 4)

The **FY 24 preliminary allocation for Maryland is $23,522,011** (funds expire September 30, 2025). MSDE will **allocate the funds to the LEAs based on actual per-pupil counts** at: $75 ATSI per-pupil and $146.50 per-pupil (for all four CSI indicators).

The decision to use a per-pupil rather than school-level calculation CSI and ATSI allocation is driven by the following assessment:

- MSDE identified the total, preliminary available allocation and then modeled the school- and district-level **impact of allocations using a school-level and per-pupil-level allocation relative to current funding amount** (with which the LEAs are familiar).

- The school-level allocation, because of many fewer schools in the last iteration, resulted in a bigger change in school-level funding compared to a per-pupil amount which had a lower average variance. The **per-pupil allocation created more precision (efficiency) in the allocation, thereby mitigating the school-level impact** of the total dollar reduction associated with having fewer available dollars overall and more eligible schools.

	School Improvement (7% Set Aside) Allocations Summary					Data Context	
Local Educational Agency	FY 2022 Final (Supplement Funds)	FY 2023 Final	FY 2024 Preliminary	$ 2024 vs 2023	% 2024 vs 2023	Percent of All School Eligible, Statewide	Percent of All Eligible Enrollment, Statewide
Allegany County Public Schools	$ 46,944	$ 270,637	$ 252,525	$ (18,112)	-6.7%	1.9%	1.4%
Anne Arundel County Public Schools*	$ 249,154	$ 963,780	$ 1,242,985	$ 279,205	29.0%	5.8%	5.0%
Baltimore City Public Schools*	$ 7,233,202	$ 4,225,057	$ 7,356,181	$ 3,131,124	74.1%	25.2%	21.7%
Baltimore County Public Schools	$ 487,338	$ 2,809,566	$ 3,046,235	$ 236,669	8.4%	14.3%	14.4%
Calvert County Public Schools	$ 36,812	$ 212,226	$ 198,525	$ (13,701)	-6.5%	1.2%	1.1%
Caroline County Public Schools	$ 34,110	$ 196,650	$ 183,750	$ (12,900)	-6.6%	0.9%	1.0%
Carroll County Public Schools	$ 27,693	$ 159,657	$ 148,500	$ (11,157)	-7.0%	0.7%	0.8%
Cecil County Public Schools	$ 78,015	$ 449,764	$ 506,590	$ 56,826	12.6%	2.3%	2.3%
Charles County Public Schools	$ 164,135	$ 946,257	$ 967,315	$ 21,058	2.2%	4.2%	4.9%
Dorchester County Public Schools	$ 22,965	$ 132,398	$ 174,020	$ 41,622	31.4%	0.9%	0.7%
Frederick County Public Schools	$ 89,835	$ 517,910	$ 484,350	$ (33,560)	-6.5%	2.5%	2.7%
Garrett County Public Schools				$ -			
Harford County Public Schools	$ 124,621	$ 718,454	$ 714,020	$ (4,434)	-0.6%	3.0%	3.7%
Howard County Public Schools	$ 195,881	$ 1,129,278	$ 1,056,375	$ (72,903)	-6.5%	5.3%	5.8%
Kent County Public Schools	$ 9,456	$ 54,517	$ 51,825	$ (2,692)	-4.9%	0.5%	0.3%
Montgomery County Public Schools	$ 256,671	$ 1,479,743	$ 1,384,800	$ (94,943)	-6.4%	6.9%	7.6%
Prince George's County Public Schools	$ 671,398	$ 3,872,644	$ 4,399,005	$ 526,361	13.6%	17.6%	19.9%
Queen Annes County Public Schools	$ 16,211	$ 93,457	$ 87,300	$ (6,157)	-6.6%	0.2%	0.5%
Somerset County Public Schools	$ 20,939	$ 120,716	$ 112,575	$ (8,141)	-6.7%	0.9%	0.6%
St. Marys County Public Schools	$ 19,926	$ 114,875	$ 147,020	$ 32,145	28.0%	0.7%	0.6%
Talbot County Public Schools	$ 11,145	$ 64,252	$ 59,250	$ (5,002)	-7.8%	0.5%	0.3%
Washington County Public Schools	$ 68,896	$ 397,194	$ 442,315	$ 45,121	11.4%	2.1%	2.0%
Wicomico County Public Schools	$ 73,286	$ 422,506	$ 394,725	$ (27,781)	-6.6%	1.9%	2.2%
Worcester County Public Schools	$ 20,601	$ 118,769	$ 111,825	$ (6,944)	-5.8%	0.7%	0.6%
State Total	$ 9,959,234	$ 19,470,307	$ 23,522,011	$ 4,051,704	20.8%	100.0%	100.0%

*Note: Anne Arundel and Baltimore City received supplement funds in November 2022 of $81,980 and $6.5M respectively

Funding for ATSI and CSI Schools (4 of 4)

MSDE did not differentiate the per-pupil allocation amount within CSI indicator categories. That is, MSDE did not create a different per-pupil amount for the four CSI categories: Lowest Performing, Low Graduation Rate, Not Exiting, and Low Performing Student Group.

- For this allocation formula, MSDE calculates the cost of respective student need within the CSI indicators as the same for each CSI category – for example, the per-pupil allocation rate for students enrolled in a CSI school identified due to a low-graduation rate is the same as the allocation rate for students enrolled in a CSI school identified as a low-performing student group school.

Upcoming root cause analyses, as required in the first year of identification will include within district CSI and ATSI resource allocation. As per the State's approved ESSA plan:

- *"A review of resource allocation, including identification of resource inequities, will be a part of the root cause analysis and monitoring process. Local school superintendents will be held accountable for developing and implementing strategies to address resource inequalities in the CSI and ATSI schools."*

School Improvement Support

MSDE's support to LEAs through strategic initiatives and evidence-based strategies to support school improvement.

Technical Assistance Sessions Overview

MSDE met with **all LEAs with schools in CSI/ATSI status for one-on-one technical assistance sessions.**

Technical assistance sessions included **an overview of the Maryland Accountability System, CSI/ATSI identification and exit criteria, and a data simulation that modeled how each LEA could make ambitious yet feasible adjustments** to pre-existing results to improve school and student group performance.

LEAs were also provided **tools to support data analysis**:

- List of CSI/ATSI schools and student information, and

- Individualized data simulation spreadsheets to pilot adjustments to pre-existing results.

Office hours were provided to LEAs, and more will be provided during school year 2023-2024.

Reflective Accountability Data Simulation Tool (1 of 2)

Individualized data simulation spreadsheets were generated for all identified CSI and ATSI schools. Each spreadsheet compiled 2021-2022 Accountability System data by school level and measure. The tool allows users to simulate changes in outcomes for each measure and the impact these changes have on the points received.

| School | EXAMPLE | | | | Total Earned %: | 28.3% | | | Sim. Earned %: | 28.3% | | |
| LEA | EXAMPLE | | | | Star Rating: | 1 | ★☆☆☆☆ | | Sim. Star Rating: | 1 | ★☆☆☆☆ | |

| | 2022 Accountability Results | | | | | | | Edit to Simulate Effects on Accountability Rating | | | |
Indicator	Measure	Subject	Result	Points Earned	Points Possible	% Earned	Sim. Result	Sim. Pts Earned	ΔPts Earned	Adj % Earned
Academic Achievement	Average Performance Level	ELA	1.6	2.1	5.0	41.0%	1.6	2.1	0.00	41.0%
Academic Achievement	Average Performance Level	Math	1.3	1.6	5.0	31.4%	1.3	1.6	0.00	31.4%
Academic Achievement	Percent Proficient	ELA	9.0%	0.4	5.0	9.0%	9.0%	0.4	0.00	9.0%
Academic Achievement	Percent Proficient	Math	3.5%	0.2	5.0	3.5%	3.5%	0.2	0.00	3.5%
Academic Progress	Credit for Well Rounded Curriculum	N/A	85.7%	4.3	5.0	85.7%	85.7%	4.3	0.00	85.7%
Academic Progress	Percent Proficient	Science	0.0%	0.0	5.0	0.0%	0.0%	0.0	0.00	0.0%
Academic Progress	Student Growth	ELA	0.7	1.1	12.5	8.6%	0.7	1.1	0.00	8.6%
Academic Progress	Student Growth	Math	0.3	1.0	12.5	8.3%	0.3	1.0	0.00	8.3%
Progress in Achieving English Language Proficiency	English Learners Making Progress Towards Learning English	N/A								
School Quality and Student Success	Access to Well Rounded Curriculum	N/A	100.0%	10.0	10.0	100.0%	100.0%	10.0	0.00	100.0%
School Quality and Student Success	School Survey - Educator	N/A	3.7	1.1	3.0	37.0%	3.7	1.1	0.00	37.0%
School Quality and Student Success	School Survey - Student	N/A	3.8	2.7	7.0	38.2%	3.8	2.7	0.00	38.2%
School Quality and Student Success	Students not Chronically Absent	N/A	34.9%	1.0	15.0	6.7%	34.9%	1.0	0.00	6.7%
			Total:	25.4	90	28.3%	Total:	25.4	90	28.3%

(Left side label: ELEMENTARY)

Note: This is a reflective tool that simulates changes to the 2021-2022 accountability outcomes.

# Reflective Accountability Data Simulation Tool (2 of 2)

The developed data tool assists identified schools by:

- Compiling an individual school's Accountability System data in a single spreadsheet

- Guiding the identification of **areas of strength and areas for improvement**

- Allowing for **sensitivity testing** by showing accountability outcomes that result from changes made across different measures

- Taking a **holistic approach** to identifying areas of improvement by including non-academic measures like school climate and chronic absenteeism

A **predictive school-level data tool,** which uses 2023 accountability rules and allows schools to simulate their ratings based on projected values of each measure, will be released in **Fall 2023**.

LEAs were offered opportunities to provide feedback via a survey on the technical assistance sessions.

19 of 23 (82%) LEAs participated in the sessions, with the majority finding the technical assistance sessions useful for their role.
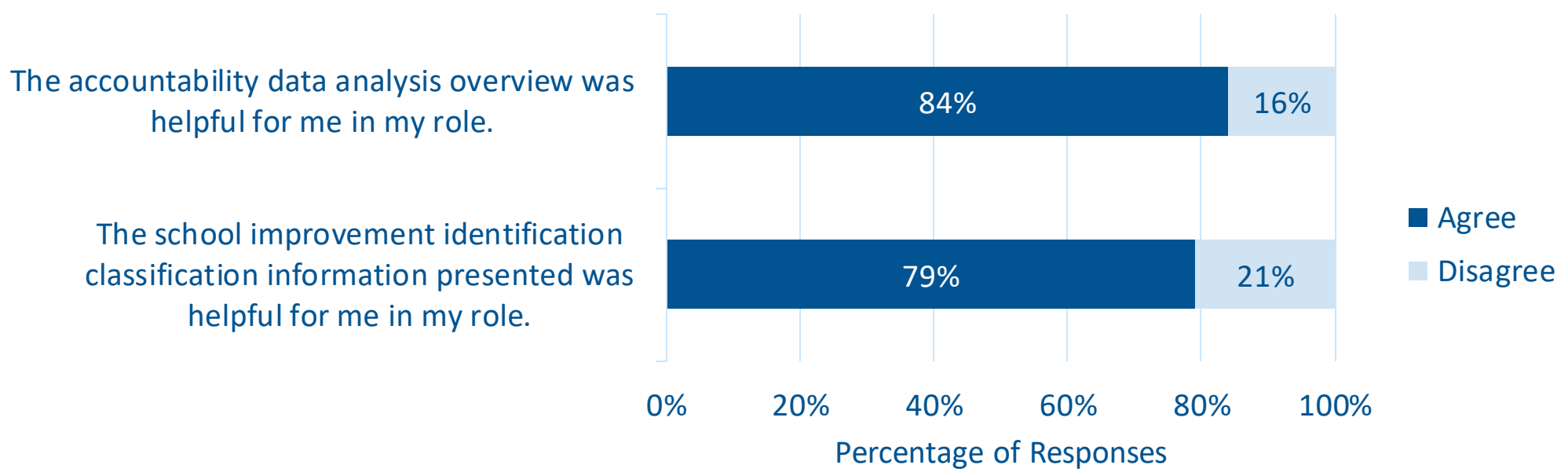
Technical assistance session dates: 4/26/23; 4/28/23; 5/8/23; 5/12/23; 5/15/23

LEA feedback highlights from open ended questions

Lingering Questions	Future Topics	Additional Support Needed
LEAs still had lingering questions about: • Templates, funding allocations, and support frameworks • Annual targets and criteria for demonstrating progress	LEAs would like opportunities to: • Collaborate and share examples of suggestions, activities, and plans other LEAs are using • Strategies for supporting schools	LEAs expressed additional support needed for: • Special Education students • Developing school improvement plans • Data analysis • Root cause analysis • Strategies for meeting school goals

Technical assistance session dates: 4/26/23; 4/28/23; 5/8/23; 5/12/23; 5/15/23

Additional feedback from LEAs

Data Analysis for School Improvement	Workshops for LEA and School Collaboration	School Improvement Planning and Monitoring

"I need **tools to use with schools** to help lead them…"

"support with **data collection and evidence of implementation** throughout the school year to monitor progress"

"Please keep in mind that because… is a **small rural school district,** there are limited resources, but the needs are **similar to the needs of larger districts.**"

"Series of Professional Learning Workshops and Round Tables **for CSI school leadership**"

"**Technical assistance with newly identified CSI schools** in developing an implementation plan, identifying evidence-based strategies aligned to student groups, and strategies for monitoring the program."

"…a **monitoring tool** or guidance document for LEAs **to use to help guide, self-monitor, and align** their work."

Note: Feedback from LEA school improvement points of contact survey: 5/23/23 and 6/2/23

Cycle of Continuous Improvement: Needs Assessment

Theory of Action:

If we engage in careful **examination of quantitative and qualitative data** to **determine the most significant challenges to students' success,** and we further consider the factors contributing to the challenge and **identify root causes,** then we can **develop action steps** to address root causes and implement change that will lead to **equitable, improved student outcomes.**

Source: Connecticut State Department of Education. *Needs Assessment Toolkit (2023).*
Source: US Department of Education. Root Cause Analysis in Action. State Support Network Resources. (2023, April 4).
Source: Texas Education Agency. *Guidance for the Texas Accountability Intervention System Needs Assessment Guidance*. (retrieved 2023, June 12).

Overview of the Continuous Improvement Process

Gather Evidence

What data will help us to identify priority concerns?

Analyze Evidence

How will we effectively use data to identify priority concerns?

Brainstorm Contributing Factors

How do we determine a root cause of priority concerns?

Source: Connecticut State Department of Education. *Needs Assessment Toolkit (2023).*
Source: US Department of Education. Root Cause Analysis in Action. State Support Network Resources. (2023, April 4).
Source: Texas Education Agency. *Guidance for the Texas Accountability Intervention System Needs Assessment Guidance.* (retrieved 2023, June 12).

Get to a Root Cause

What is the cause that without it, there would be a change in the outcome?

Root Cause:

The deepest underlying cause or causes of positive or negative outcomes within any process that, if dissolved, would eliminate or substantially reduce the outcome

Source: Connecticut State Department of Education. *Needs Assessment Toolkit (2023).*
Source: US Department of Education. Root Cause Analysis in Action. State Support Network Resources. (2023, April 4).
Source: Texas Education Agency. *Guidance for the Texas Accountability Intervention System Needs Assessment Guidance.* (retrieved 2023, June 12).

Determine Next Steps for Improvement

What are the next steps to address the priorities and root causes?
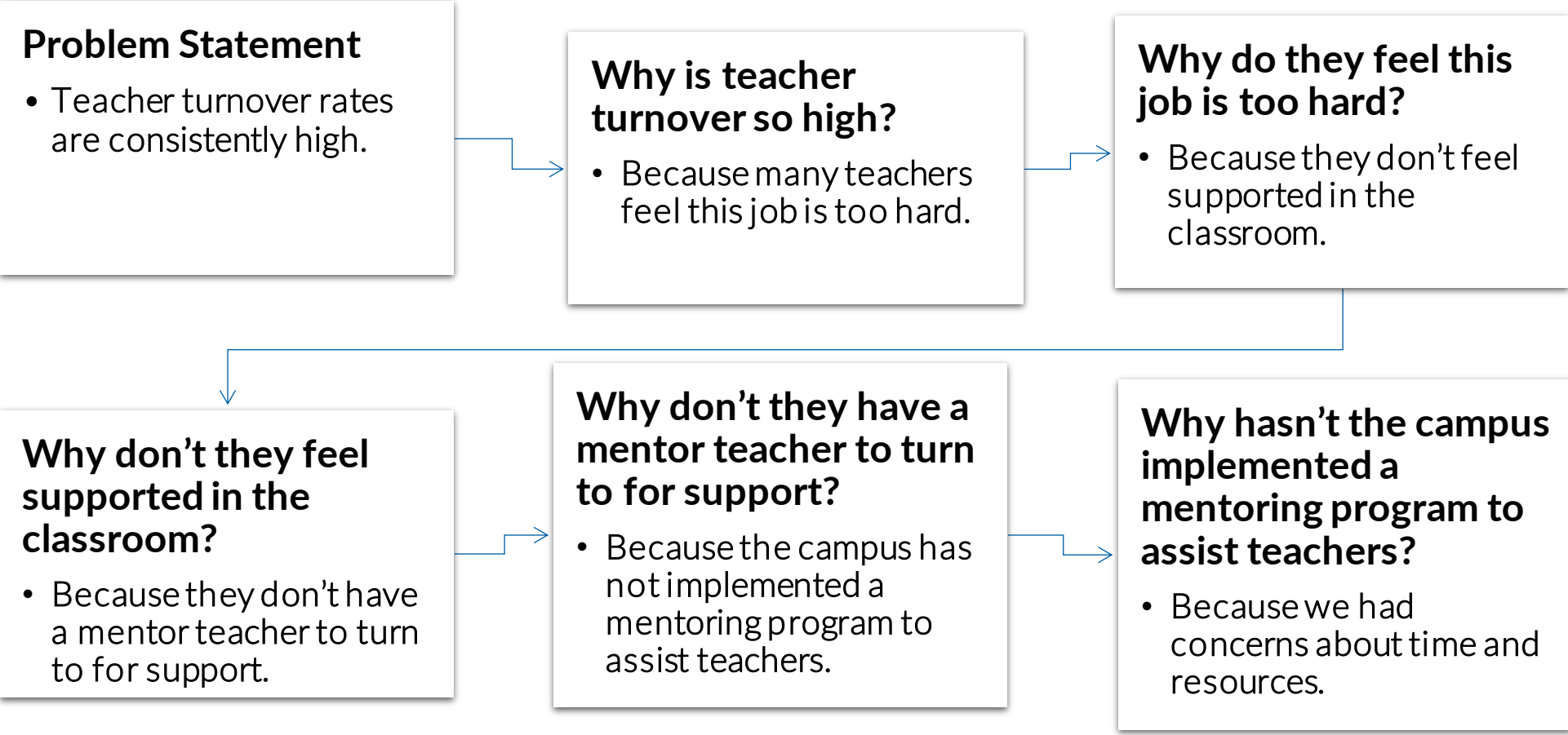
Next Steps for Improvement:

- Identification of **evidenced-based strategies** and Interventions **to address the root cause(s).**
- Development of the **improvement plan** that outlines **"what", "who" and "how"** the strategies will be implemented and monitored.

Source: Connecticut State Department of Education. *Needs Assessment Toolkit (2023).*
Source: US Department of Education. Root Cause Analysis in Action. State Support Network Resources. (2023, April 4).
Source: Texas Education Agency. *Guidance for the Texas Accountability Intervention System Needs Assessment Guidance*. (retrieved 2023, June 12).

Sample "5 Whys Protocol" to Identify Root Cause

Problem Statement
- Teacher turnover rates are consistently high.

Why is teacher turnover so high?
- Because many teachers feel this job is too hard.

Why do they feel this job is too hard?
- Because they don't feel supported in the classroom.

Why don't they feel supported in the classroom?
- Because they don't have a mentor teacher to turn to for support.

Why don't they have a mentor teacher to turn to for support?
- Because the campus has not implemented a mentoring program to assist teachers.

Why hasn't the campus implemented a mentoring program to assist teachers?
- Because we had concerns about time and resources.

Note: At this point, the stakeholder team would want to discuss how time and resources are currently allocated and prioritized. It is a possibility that a mentoring program is a high priority and needs to be considered.

Source: Texas Education Agency. *Guidance for the Texas Accountability Intervention System Needs Assessment Guidance*. (retrieved 2023, June 12).

Alpha Elementary Case Study (1 of 3)

| Gather Evidence to Craft a Problem Statement | Analyze Evidence to Identify Causes | Brainstorm Causal Factors and Identify Root Cause(s) | Identify Solutions and Determine Next Steps |

Problem Statement:
- In Grades 3-5, more than 85% of students are not proficient in reading as measured by state assessments.

- Despite improvements, chronically absent students had significantly reduced instructional time and consistently low academic performance.
- After third grade, student growth is particularly stagnant in both reading and math.
- Students rarely receive differentiated instruction.
- Teachers do not feel capable of addressing students' learning needs.

Root Cause:
- Teachers don't believe they can help students close their learning gaps (and may not know how).

- Include teachers in shared decision-making and leadership regarding the identification of students for interventions aligned to the multi-tier system of support.
- Create structures and systems to improve communications and connections across lower and upper grades.
- Provide teachers with social-emotional supports that build capacity and mindset for addressing student learning needs.

Source: US Department of Education. *Root Cause Analysis in Action.* State Support Network Resources. *(2023, April 4).*

Bravo Middle Case Study (2 of 3)

Gather Evidence to Craft a Problem Statement	Analyze Evidence to Identify Causes	Brainstorm Causal Factors and Identify Root Cause(s)	Identify Solutions and Determine Next Steps

Problem Statement:

- Teachers are not prepared or able to provide instruction and support students need to stay engaged and succeed in school.

- High teacher turnover rates have a negative impact on school climate and culture.
- Few teachers have knowledge or skills to effectively teach students with learning or behavior challenges.
- Current curriculum does not include intervention resources, so teacher struggle to find supplemental resources.
- There is a need to improve communication across school staff.

Root Cause:

- School leaders do not provide teachers with the effective supports or trusting climate required to improve their practice.

- Analyze observation data to create more targeted supports and professional learning.
- Create collaborative structures/time for school leadership to analyze student data.
- Identify coaches who can provide regular in-person collaborative support.
- Identify evidence-based resources to help the school leadership team improve its communication and practices.

Source: US Department of Education. *Root Cause Analysis in Action.* State Support Network Resources. *(2023, April 4).*

Charlie High Case Study (3 of 3)

Gather Evidence to Craft a Problem Statement	Analyze Evidence to Identify Causes	Brainstorm Causal Factors and Identify Root Cause(s)	Identify Solutions and Determine Next Steps

Problem Statement:

- High percentages of English Learners are not on track to graduate due to contributing factors(e.g., chronic absenteeism) coupled with a high rate of over-age and under-credited students enrolled by the district.

- Teachers feel pressure to put interventions in place with limited resources to support students and promote students to the next grade level regardless of proficiency.
- Few teachers have knowledge or skills to effectively teach students with learning or behavior challenges.
- Teachers do not have adequate training in intervention, support for ELs, and trauma-informed teaching practices.

Root Cause:

- Teachers don't have the resources necessary to meet all students' learning needs and keep students engaged in school.

- Provide teachers with evidence-based intervention curricular resources, professional learning, and support staff with expertise in working with ELs.
- Advocate for district resources for over-age, under-credited students and revise policies that prevent late enrollments from negatively impacting graduation rates.
- Provide wraparound supports that target students' needs.

Source: US Department of Education. *Root Cause Analysis in Action.* State Support Network Resources. *(2023, April 4).*

LEA Blueprint Implementation Plan Requirements

Pillar 3, Objective 1 (Literacy and Math) in the Blueprint Comprehensive Plan states "Students shall have **equitable opportunities to become college and career ready** (CCR) and shall meet the CCR standard at an equal rate."

LEAs **must describe in their Initial Implementation Plan how they will achieve this objective** through the following components:

- Comprehensive Literacy and Math Plans
- Training and Professional Development
- High-Quality, Content-Rich Instructional Materials
- Progress Monitoring
- Training and coaching around data-driven instructional decision-making
- Interventions and structured tutoring programs in reading and math aligned to state standards, including those for underserved student groups

Blueprint for Maryland's Future: Initial Implementation Plan Template

PILLAR 3

76. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:
- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

Response here...

Linked Artifacts:

77. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?

Source: Blueprint for Maryland's Future: Implementation Plan Template

Comprehensive Support and Improvement Schools Plan and Budget Submission Review and Approval Process Timeline (1 of 2)

Action	Description	Timeline
LEA Improvement Plan Submission	• Root cause analysis and needs assessment will be conducted using a variety of data. A framework with guidance for directing the root cause analysis along with tools and resources for facilitation will be developed and shared. • Using the results from the root cause analysis, the LEA will develop an improvement plan with evidenced based strategies that align with the root cause. • The LEA improvement plan will include each individual CSI school's improvement plan that will be submitted to MSDE for review and approval.	• Plan Development Window: Mid July to October 2023 • Improvement Plan Submission: September – October 2023 • MSDE Approval: No later than mid to late November
Technical Assistance (TA) and Support Schedule	• Root cause analysis with external partner initiated using MCAP 2023 data and improvement plan template released to LEAs. • School stakeholder team development of the improvement plan and TA sessions and office hours provided to support the development of the plan.	• July – August 2023 • Mid July – September 2023

Comprehensive Support and Improvement Schools Plan and Budget Submission Review and Approval Process Timeline (2 of 2)

Action	Description	Timeline
School Improvement Budget	• LEAs received notification of their funding including their total allocation available for school improvement, timelines and allowable use of funds (from FFY 22 Title funds). • LEAs receive additional allocation/funding to supplement planned activities associated with the root cause analysis, enhance the improvement plan and establish any additional school improvement actions via newly awarded, additional funds not available until October due to the federal fiscal year (from FFY 23 Title funds).	• June 2023 • October–December 2023
Budget Development TA	• TA sessions and office hours provided to discuss allowable use of funds and needs assessment for budget development for initial awards (from FFY 22 Title funds); and MSDE will again provide TA to complement and build-upon that work upon availability of the final FFY 23 award amounts.	• Summer 2023 and October 2023
Revisions and Amendments	• LEA's will have the opportunity to make revisions and re-submit a revised plan. An amended budget that aligns with and supports the implementation of the revised improvement plan will be included. • MSDE will review all improvement plan revisions and amendments and make recommendations for approval and will monitor LEA improvement plans on a rolling basis after plan approval.	• Plan Revisions and Amendment deadline: January 2024 • MSDE Final Approval: No later than February 2024

Supplemental Information

1. Maryland Accountability System Overview

2. Comprehensive Support and Improvement (CSI) Lowest Performing Schools

3. Comprehensive Support and Improvement (CSI) Low Graduation Rate Schools

4. Comprehensive Support and Improvement (CSI) Not Exiting Schools

5. Additional Targeted Support and Improvement (ATSI) Schools

6. Comprehensive Support and Improvement (CSI) Schools Low Performing Student Group

7. Requirements and Supports for CSI and ATSI Schools

8. Funding for CSI and ATSI Schools

9. School Improvement Support

Data on CSI and ATSI school characteristics and outcomes to provide additional information.

Comprehensive Support and Improvement (CSI) Low Graduation Rate Schools - Supplemental

A high school meets the criteria for CSI Low Graduation Rate when one third or more of their students do not graduate within four years.

Characteristics of CSI Low Graduation Rate Schools (2022-2023) – High School (1 of 2)

For both CSI Low Graduation Rate schools and for the average Maryland high school, the proficiency rates in ELA were higher than in math. However, CSI Low Graduation Rate schools had substantially lower proficiency rates in both subjects compared to the average high school.
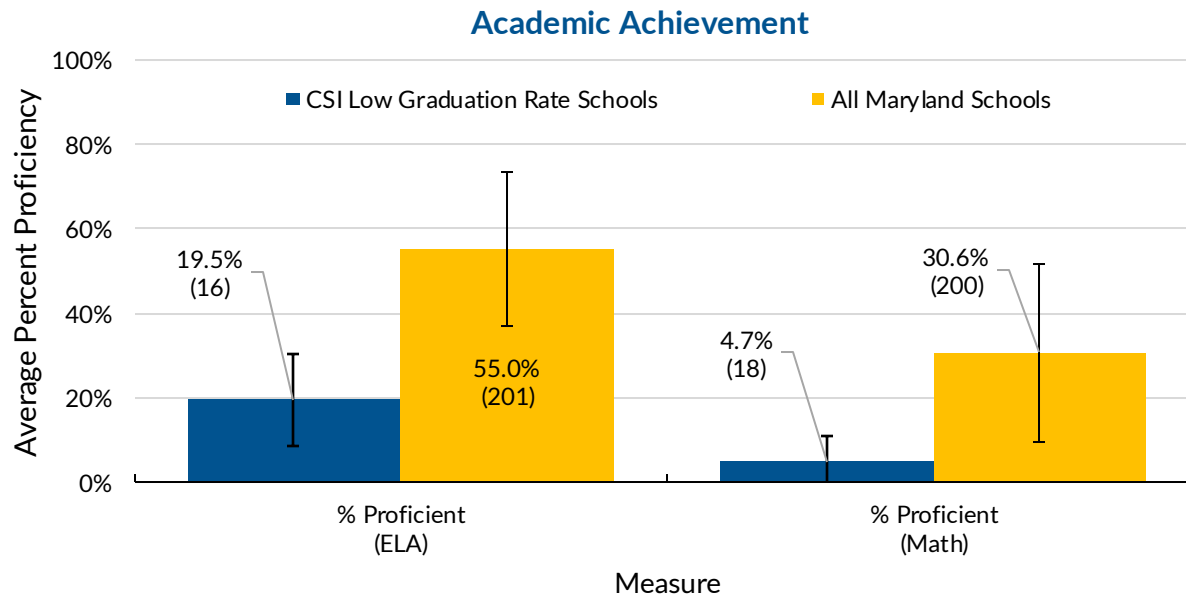
Academic Achievement

Note: "All Maryland Schools" excludes schools identified as CSI Low Graduation Rate. Results shown only include the high school grade span (grades 9-12). Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of CSI Low Graduation Rate Schools (2022-2023) – High School (2 of 2)

CSI Low Graduation Rate schools had chronic absenteeism rates double those of the average Maryland high school. There was little difference between CSI Low Graduation Rate schools and the average Maryland high school on the Maryland School Survey scores for students and educators.

Note: "All Maryland Schools" excludes schools identified as CSI Low Graduation Rate. Results shown only include the high school grade span (grades 9-12). Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Comprehensive Support and Improvement (CSI) Not Exiting Schools - Supplemental

Schools in this new designation include the CSI Lowest Performing Title I schools, and CSI Low Graduation Rate schools identified in SY 2018-2019 that did not exit in SY 2022-2023.

Star Ratings for CSI Not Exiting Schools (2022-2023)

More than half of CSI Not Exiting schools received a 1-star rating in the accountability system, while the rest received a 2-star rating. By contrast, the corresponding percentages for all Maryland schools were, respectively, 2% and 15%.
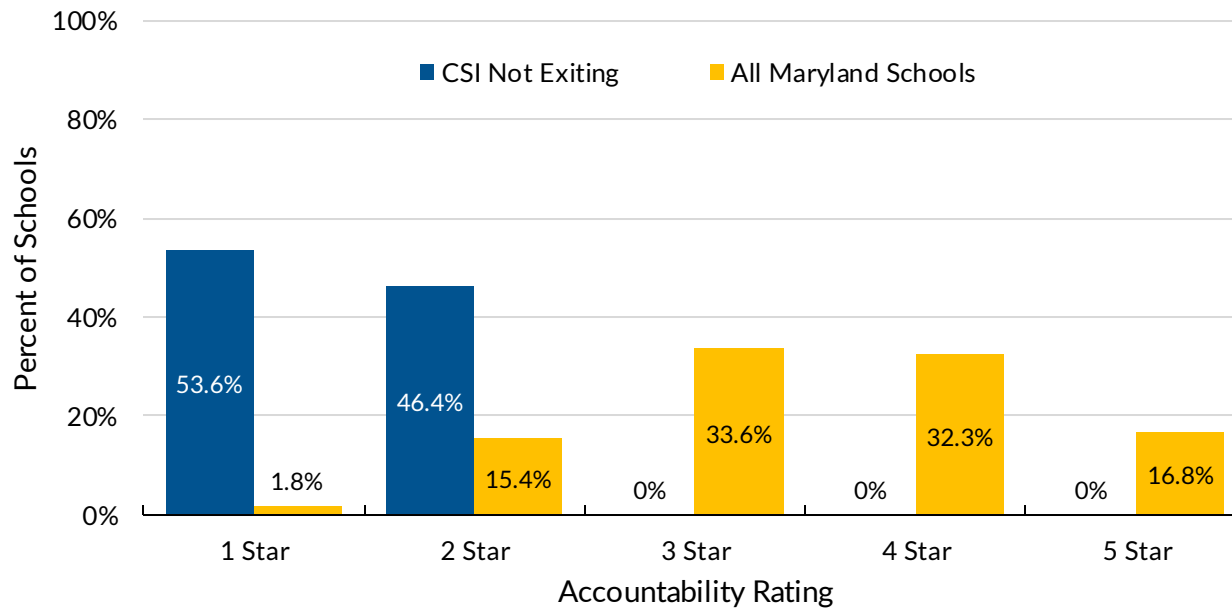
Note: "All Maryland Schools" excludes schools identified as CSI Not Exiting. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of CSI Not Exiting Schools (2022-2023) – Elementary School (1 of 2)
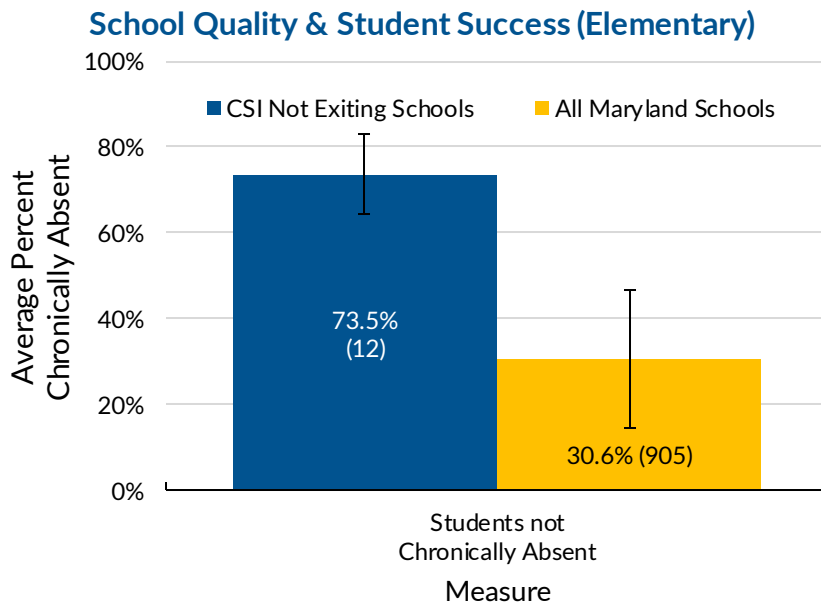
For both CSI Not Exiting elementary schools and for the average elementary school in Maryland, the proficiency rates in ELA were higher than in math and science. However, CSI Not Exiting Elementary schools had substantially lower proficiency rates in all three subjects compared to the average elementary school.

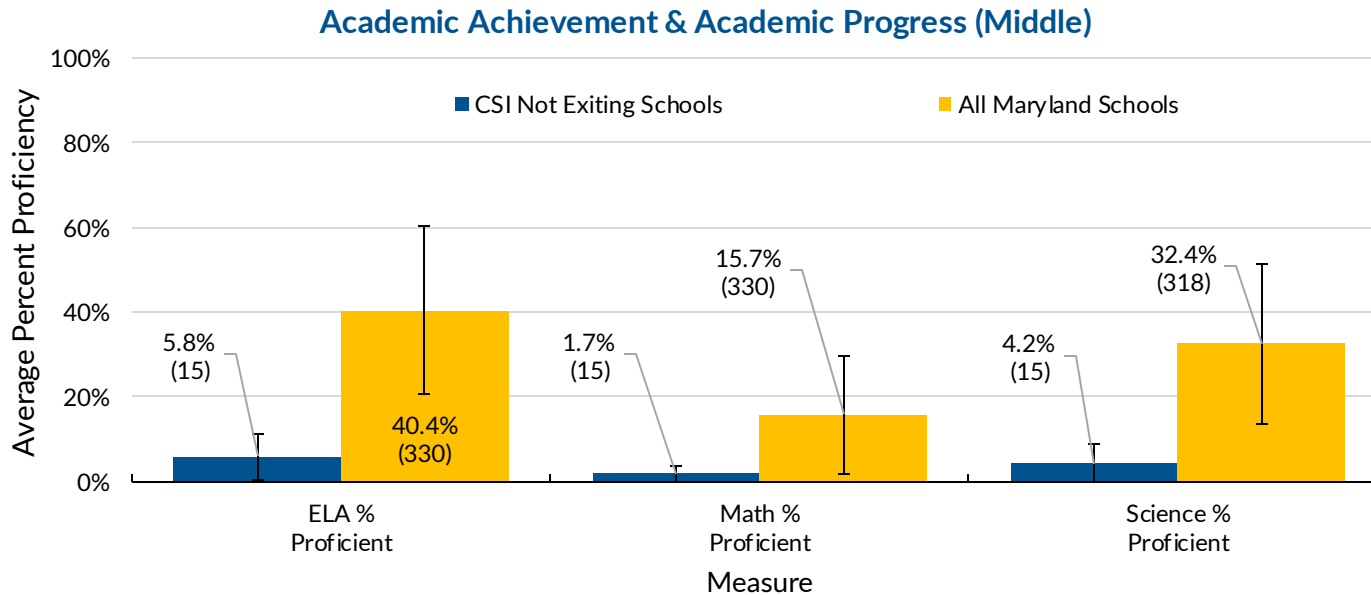**Academic Achievement & Academic Progress (Elementary)**
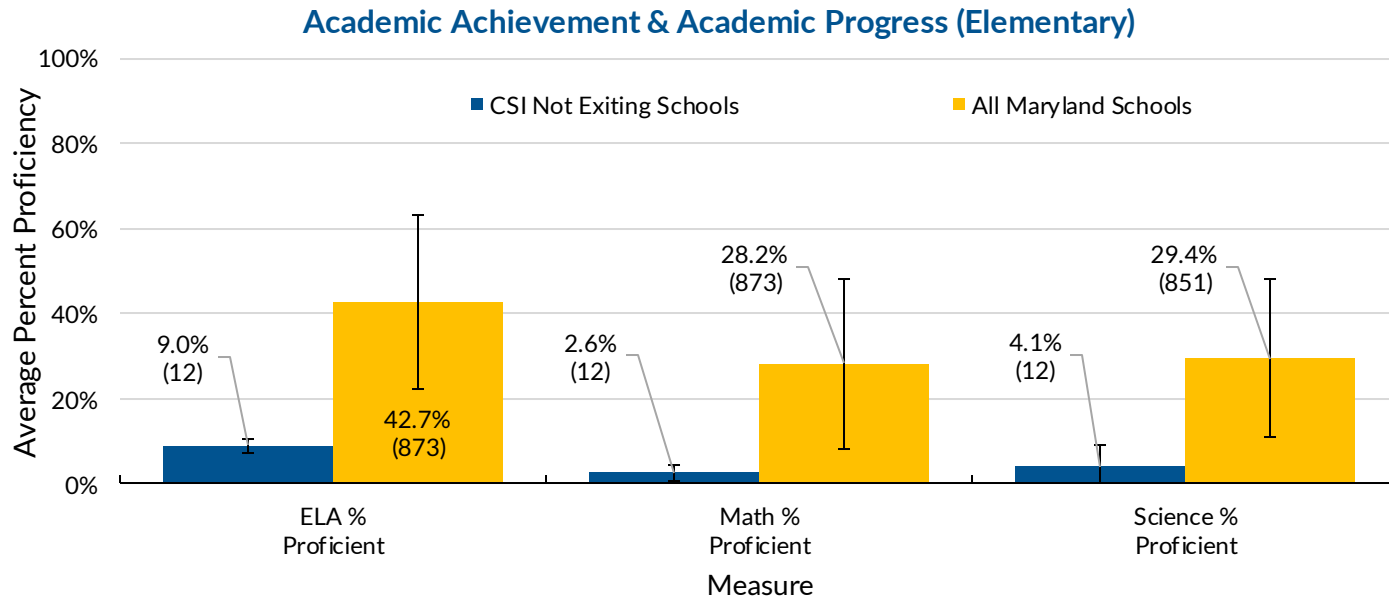
Note: "All Maryland Schools" excludes schools identified as CSI Not Exiting. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of CSI Not Exiting Schools (2022-2023) – Elementary School (2 of 2)

Elementary CSI Not Exiting schools have chronic absenteeism rates more than double those at the average elementary school in Maryland. In addition, the Maryland School Survey scores at elementary CSI Not Exiting schools were lower for both students and educators.
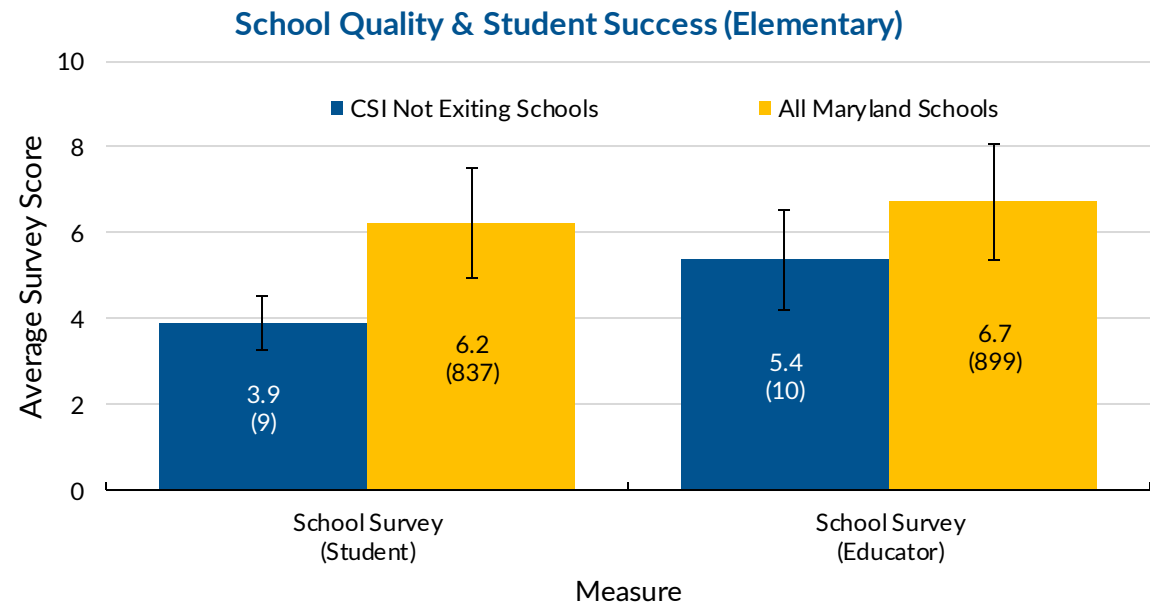
School Quality & Student Success (Elementary)

- CSI Not Exiting Schools
- All Maryland Schools

73.5% (12)

30.6% (905)

Students not Chronically Absent

Measure

Average Percent Chronically Absent

School Quality & Student Success (Elementary)

- CSI Not Exiting Schools
- All Maryland Schools

3.9 (9)

6.2 (837)

5.4 (10)

6.7 (899)

School Survey (Student)

School Survey (Educator)

Measure

Average Survey Score

Note: "All Maryland Schools" excludes schools identified as CSI Not Exiting. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis..

Characteristics of CSI Not Exiting Schools (2022-2023) – Middle School (1 of 2)
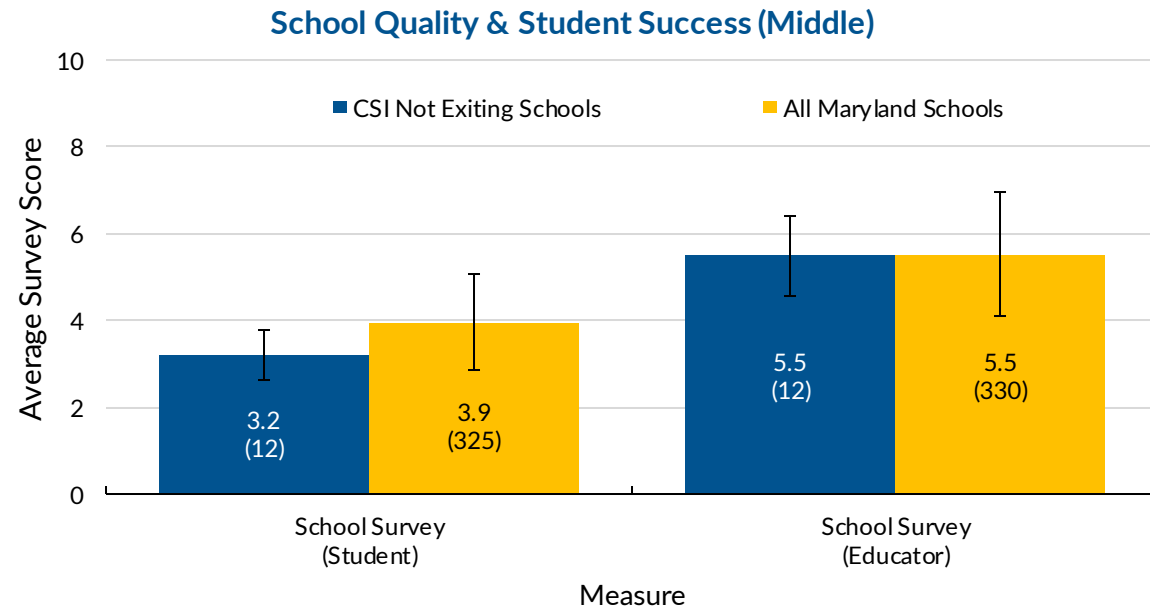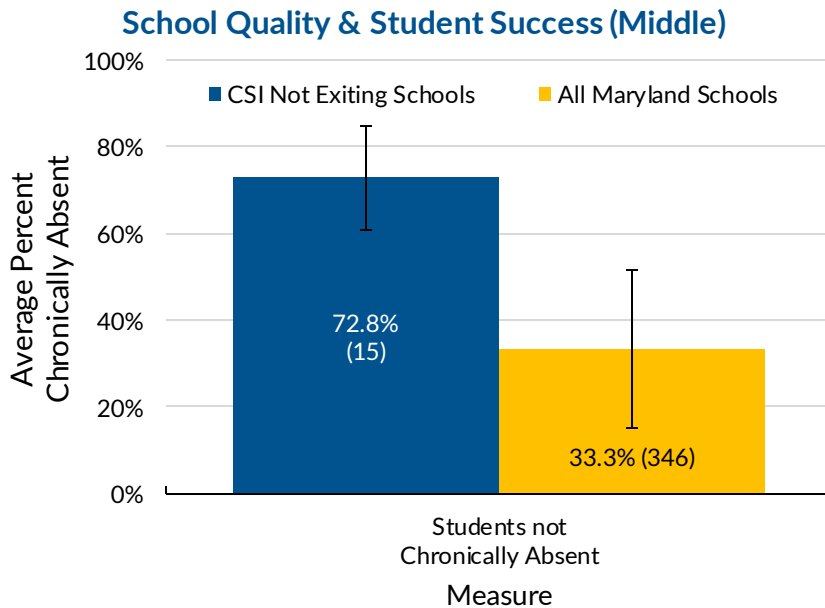
For both CSI Not Exiting middle schools and the average middle school in Maryland, the proficiency rates in ELA were higher than in math and science. However, CSI Not Exiting middle schools had substantially lower proficiency rates in all three subjects compared to the average middle school.

Academic Achievement & Academic Progress (Middle)

Note: "All Maryland Schools" excludes schools identified as CSI Not Exiting. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis..

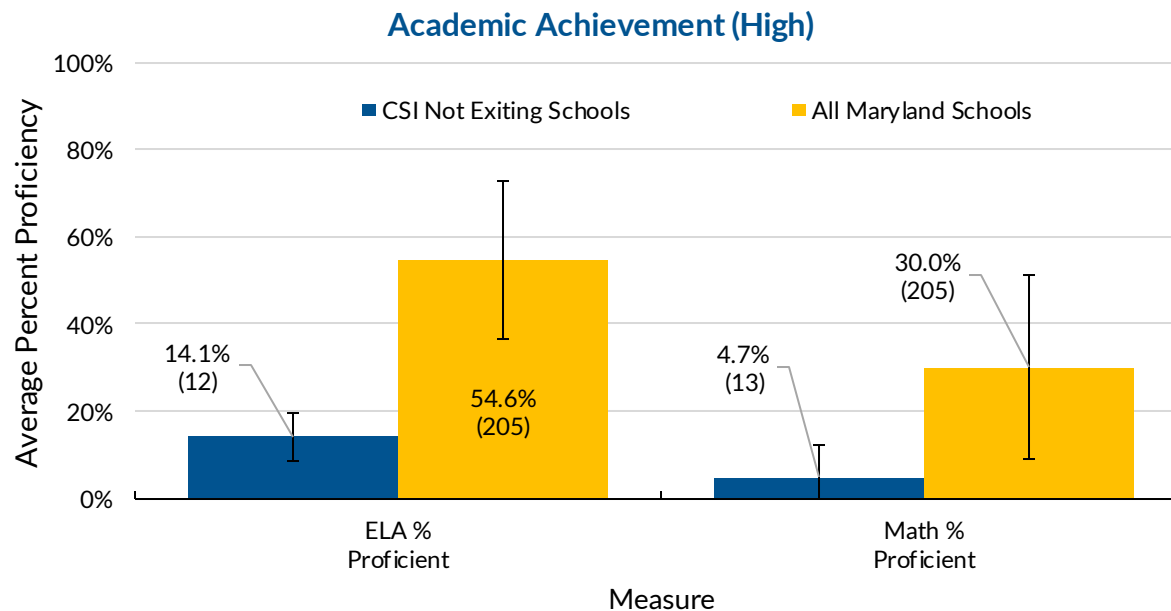# Characteristics of CSI Not Exiting Schools (2022-2023) – Middle School (2 of 2)

CSI Not Exiting middle schools had chronic absenteeism rates more than double those at the average middle school in Maryland. CSI Not Exiting middle schools and the average middle school had similar scores on the Maryland School Survey for students and identical scores for educators.

School Quality & Student Success (Middle)

- CSI Not Exiting Schools
- All Maryland Schools

72.8% (15)

33.3% (346)

Average Percent Chronically Absent

Students not Chronically Absent

Measure

School Quality & Student Success (Middle)

- CSI Not Exiting Schools
- All Maryland Schools

3.2 (12) — School Survey (Student)
3.9 (325) — School Survey (Student)
5.5 (12) — School Survey (Educator)
5.5 (330) — School Survey (Educator)

Average Survey Score

Measure

Note: "All Maryland Schools" excludes schools identified as CSI Not Exiting. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

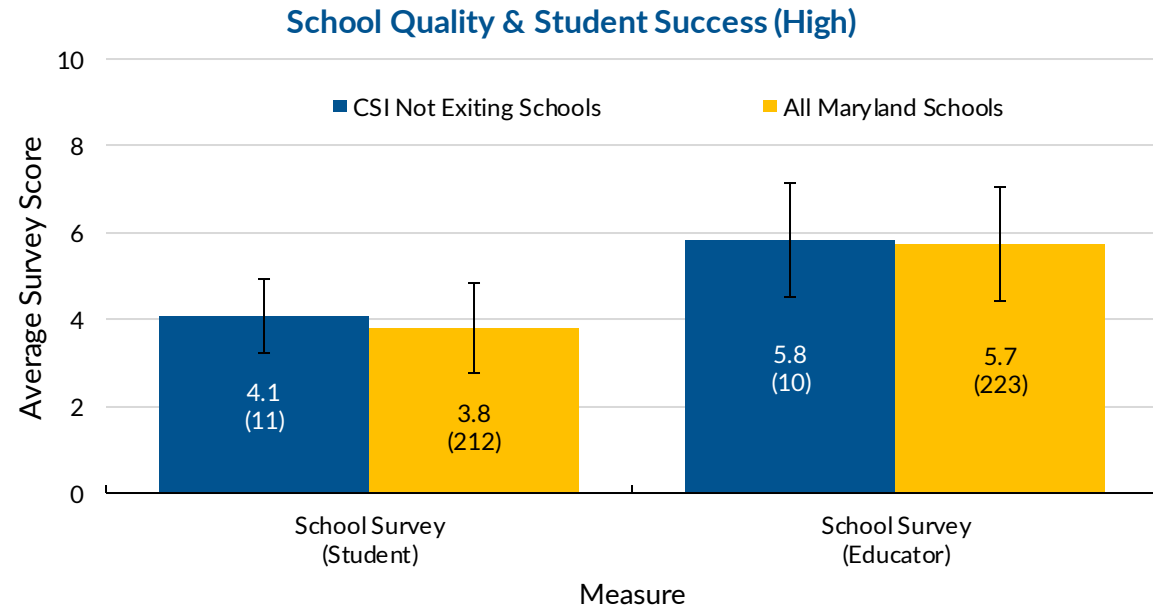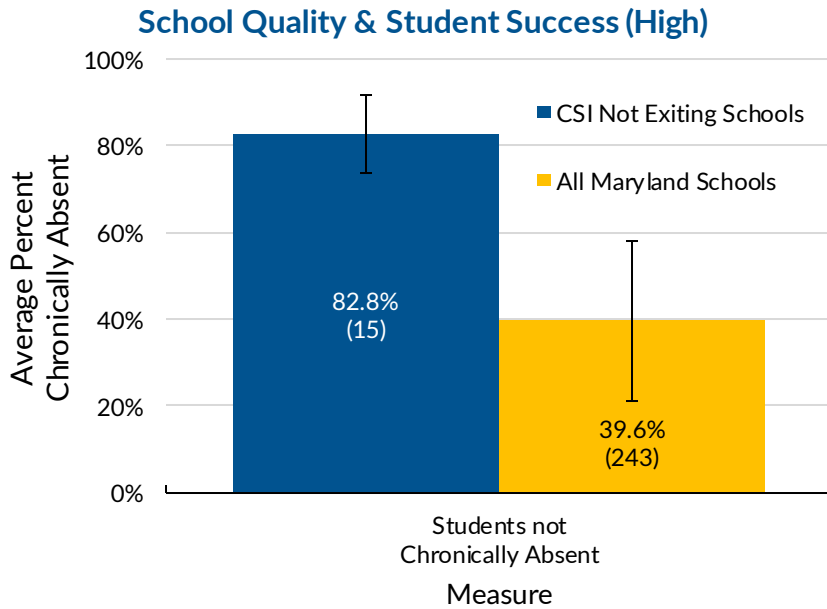# Characteristics of CSI Not Exiting Schools (2022-2023) – High School (1 of 2)

Both in CSI Not Exiting high schools and in the average high school in Maryland, the proficiency rates in ELA were higher than the proficiency rates in math. However, the proficiency rates in both subjects were substantially lower in CSI Not Exiting high schools than those in the average Maryland high school.

Note: "All Maryland Schools" excludes schools identified as CSI Not Exiting. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of CSI Not Exiting Schools (2022-2023) – High School (2 of 2)

CSI Not Exiting high schools have chronic absenteeism rates more than double those in the average Maryland high school. CSI Not Exiting high schools and the average high school had very similar scores on the Maryland School Survey for both students and educators.

School Quality & Student Success (High)

- CSI Not Exiting Schools
- All Maryland Schools

82.8% (15)

39.6% (243)

Students not Chronically Absent

Average Percent Chronically Absent

Measure

School Quality & Student Success (High)

- CSI Not Exiting Schools
- All Maryland Schools

4.1 (11)

3.8 (212)

5.8 (10)

5.7 (223)

School Survey (Student)

School Survey (Educator)

Average Survey Score

Measure

Note: "All Maryland Schools" excludes schools identified as CSI Not Exiting. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Additional Targeted Support and Improvement (ATSI) Schools - Supplemental

Schools are identified as ATSI if they have at least one student group performing as low as the lowest performing 5% of Title I schools.

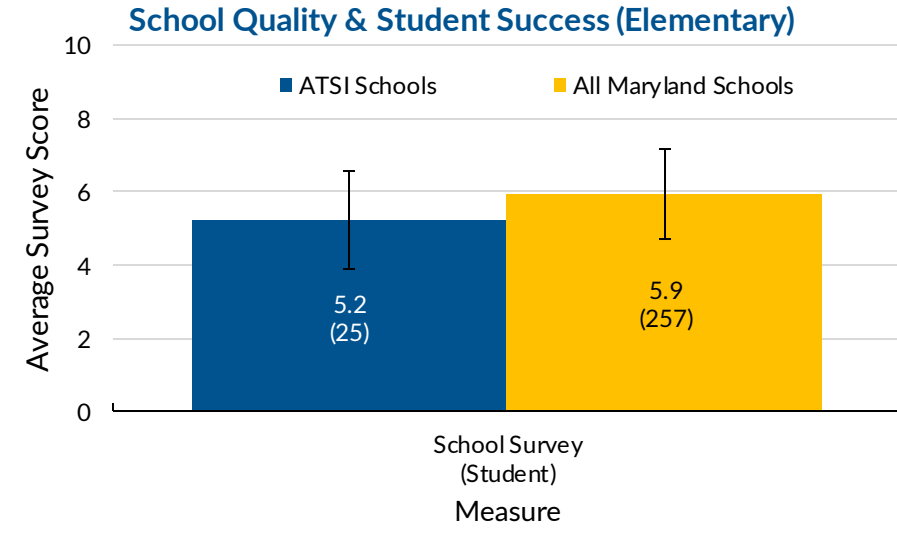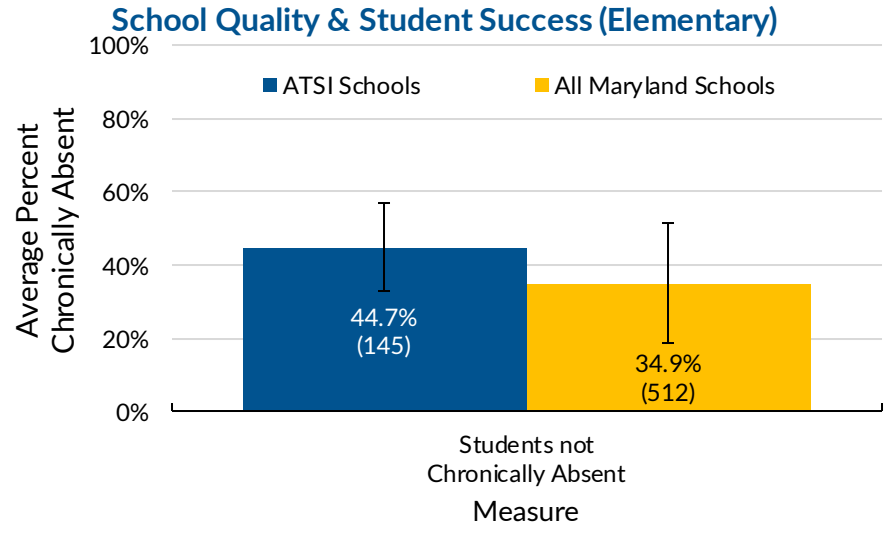# Characteristics of 2022-2023 ATSI Schools (1 of 2) – Students with Disabilities (Elementary Schools)

Both in elementary schools identified as ATSI and in the average elementary school in Maryland, only a small percentage of students with disabilities was proficient in ELA, math, and science. The proficiency rates for students with disabilities in all three subjects were lower in ATSI elementary schools.
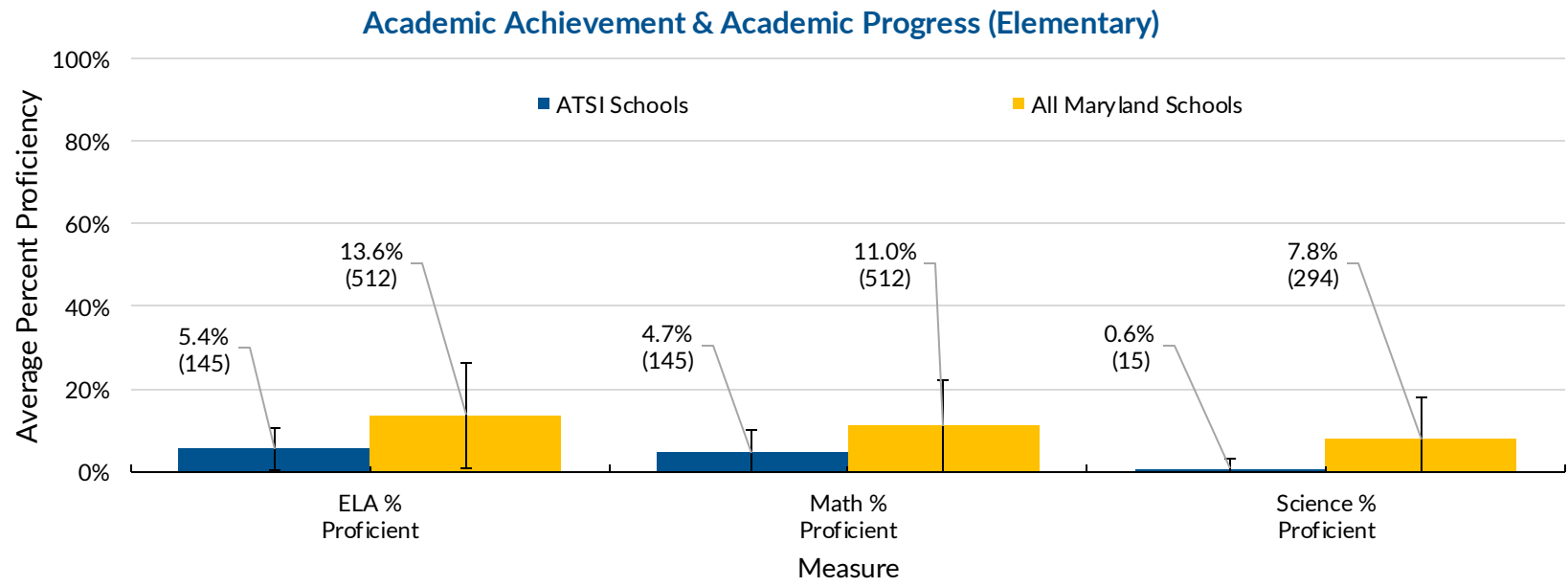
Academic Achievement & Academic Progress (Elementary)

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as ATSI. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

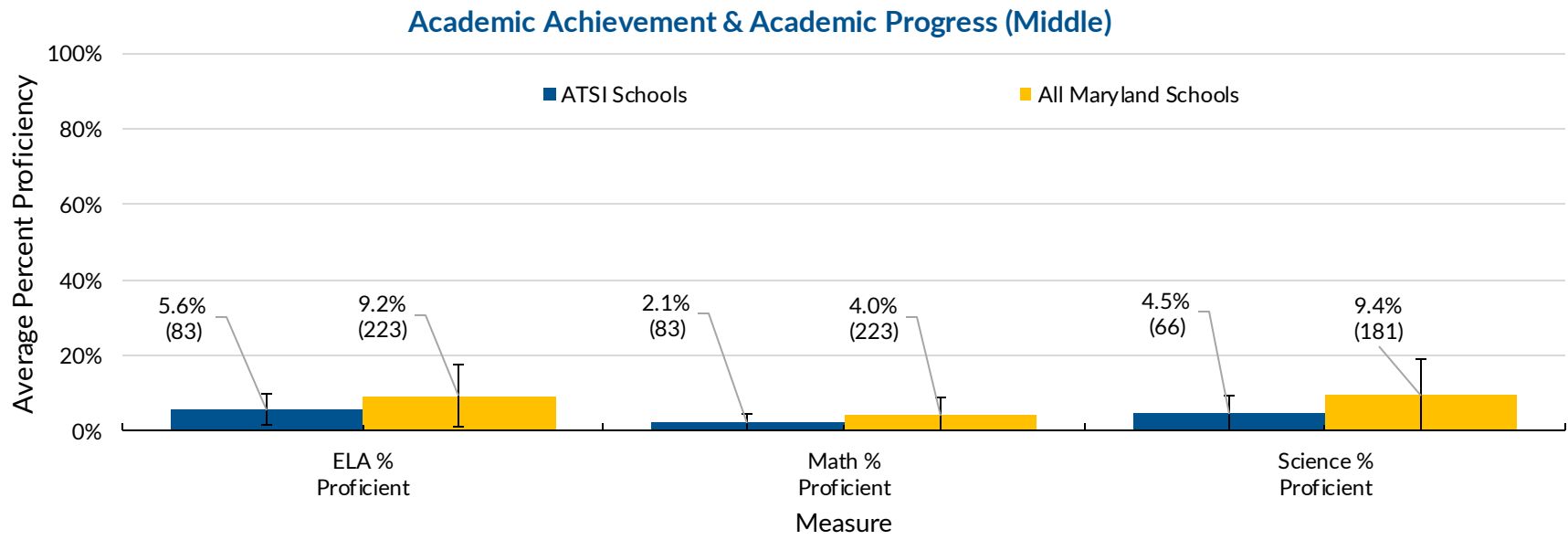# Characteristics of 2022-2023 ATSI Schools (2 of 2) – Student with Disabilities (Elementary Schools)

Elementary Schools with ATSI identification had higher chronic absenteeism rates for students with disabilities than the average elementary school in Maryland. The Maryland School Survey scores for students, considering only respondents that were students with disabilities, were slightly lower for ATSI elementary schools compared to the average elementary school.

School Quality & Student Success (Elementary)

- ATSI Schools: 44.7% (145)
- All Maryland Schools: 34.9% (512)

Measure: Students not Chronically Absent

School Quality & Student Success (Elementary)

- ATSI Schools: 5.2 (25)
- All Maryland Schools: 5.9 (257)

Measure: School Survey (Student)

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as ATSI. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of 2022-2023 ATSI Schools (1 of 2) – Students with Disabilities (Middle Schools)

Both in middle schools identified as ATSI and in the average middle school in Maryland, only a small percentage of students with disabilities was proficient in ELA, math, and science. The proficiency rates for students with disabilities in all three subjects were slightly lower in ATSI middle schools.
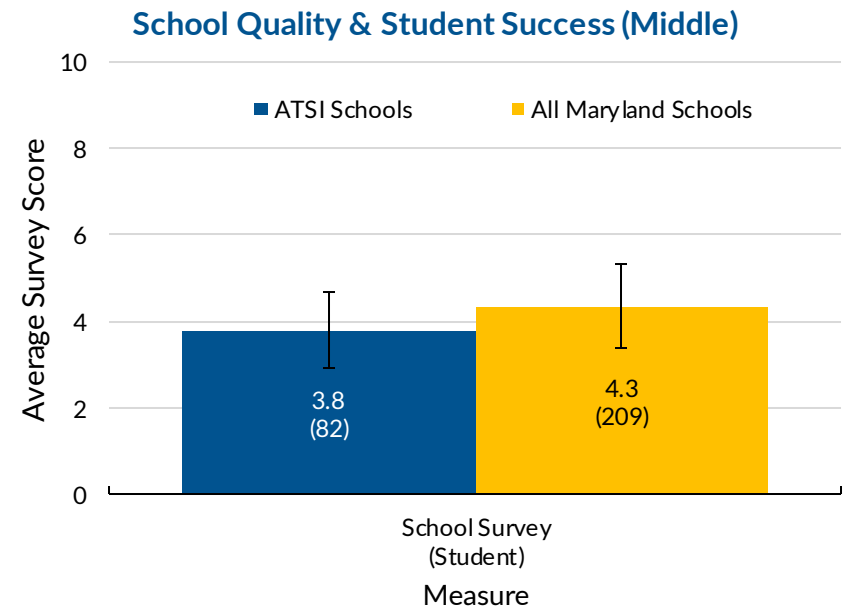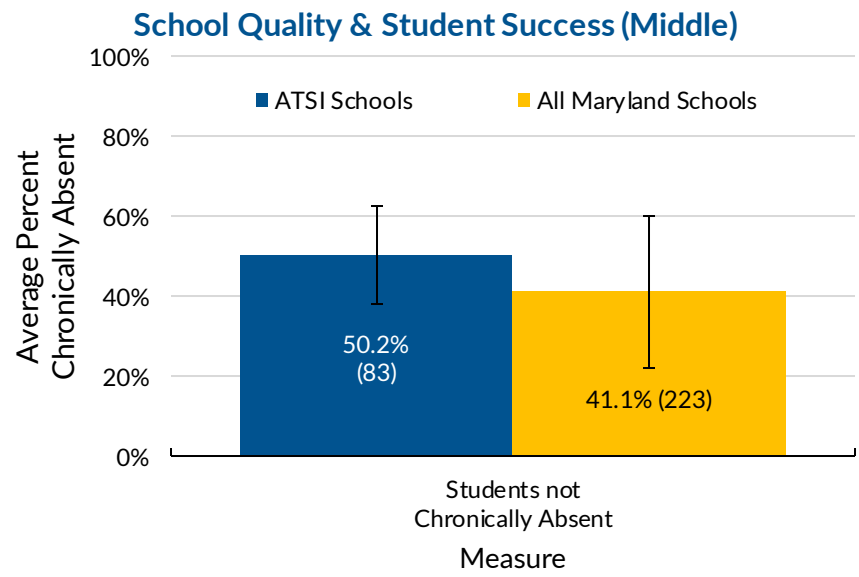

Academic Achievement & Academic Progress (Middle)

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as ATSI. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of 2022-2023 ATSI Schools (2 of 2) – Student with Disabilities (Middle Schools)
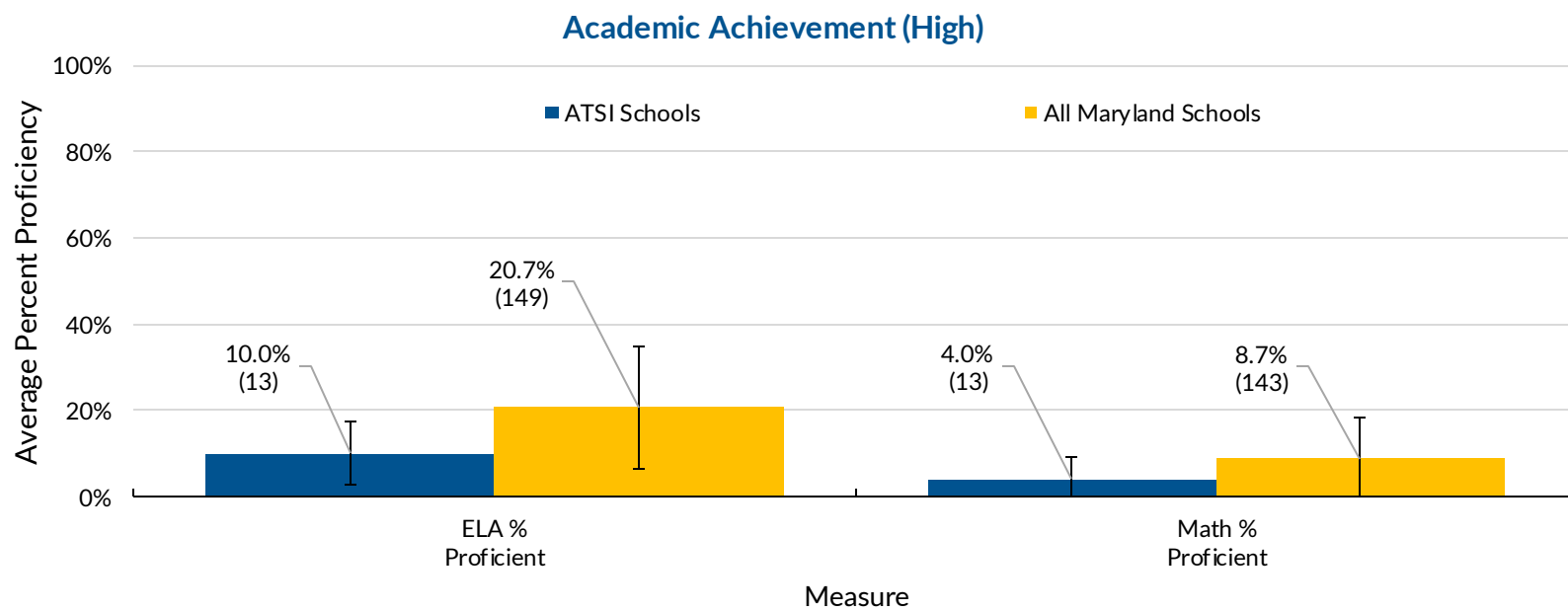
Middle Schools with ATSI identification had higher chronic absenteeism rates for students with disabilities than the average middle school in Maryland. ATSI middle schools and the average middle school had very similar average scores for students on the Maryland School Survey, when considering only respondents that were students with disabilities.

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as ATSI. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of 2022-2023 ATSI Schools (1 of 2) – Students with Disabilities (High Schools)
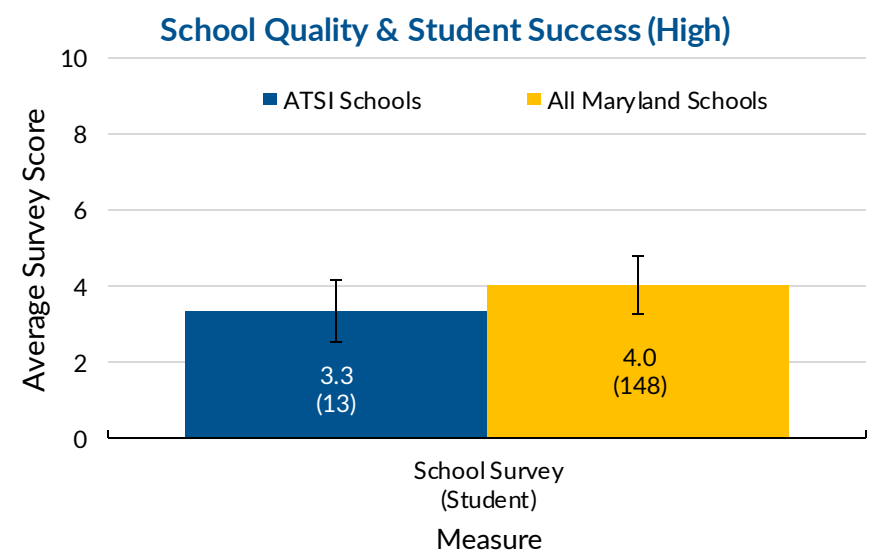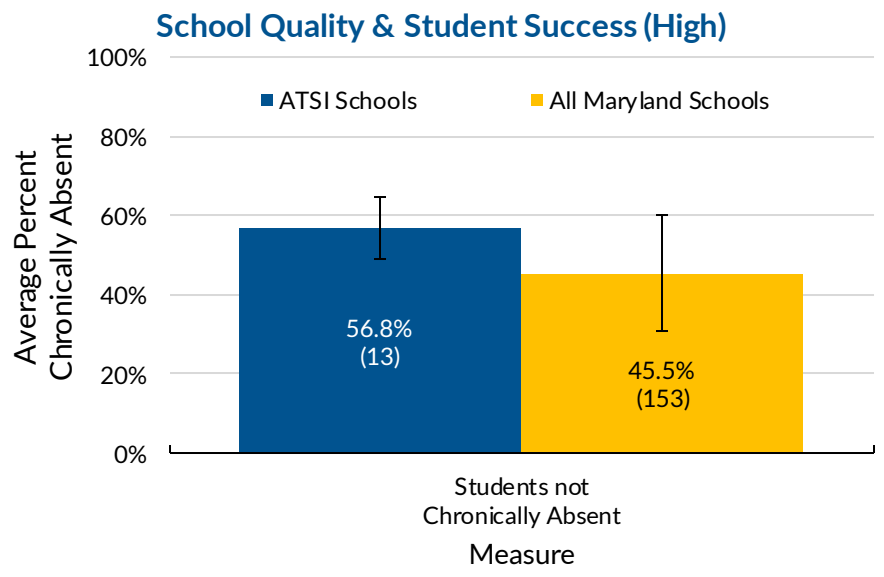
Both in high schools identified as ATSI and in the average high school in Maryland, only a small percentage of students with disabilities were proficient in ELA and Math. Compared to the average high school, ATSI High schools had lower ELA and math proficiency rates for students with disabilities.

Academic Achievement (High)

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as ATSI. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of 2022-2023 ATSI Schools (2 of 2) – Student with Disabilities (High Schools)

High Schools identified as ATSI had higher chronic absenteeism rates for students with disabilities than the average Maryland high school. ATSI high schools and the average high school had similar scores for students on the Maryland School Survey, when considering only respondents that were students with disabilities.

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as ATSI. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Comprehensive Support and Improvement (CSI) Schools Low Performing Student Group - Supplemental

CSI Low Performing Student Group schools are a new designation of Comprehensive Support and Improvement (CSI) Schools. These Title I schools were identified in SY 2018-2019 and again in SY 2022-2023 as having one or more student group performing at the bottom 5% and have transitioned from Additional Targeted Support and Improvement (ATSI) schools to CSI Low Performing Student Group Schools.

Characteristics of CSI Low Performing Student Group Schools (1 of 2) – Students with Disabilities (Elementary)
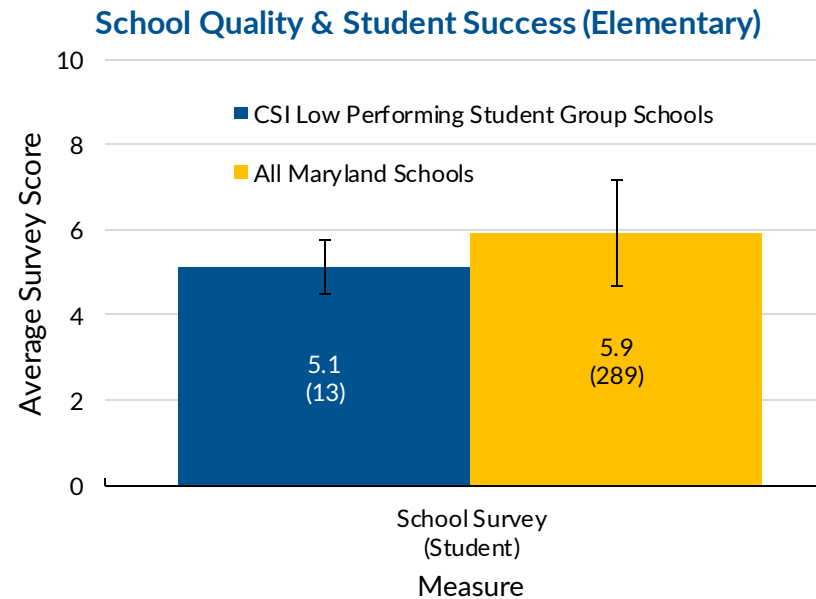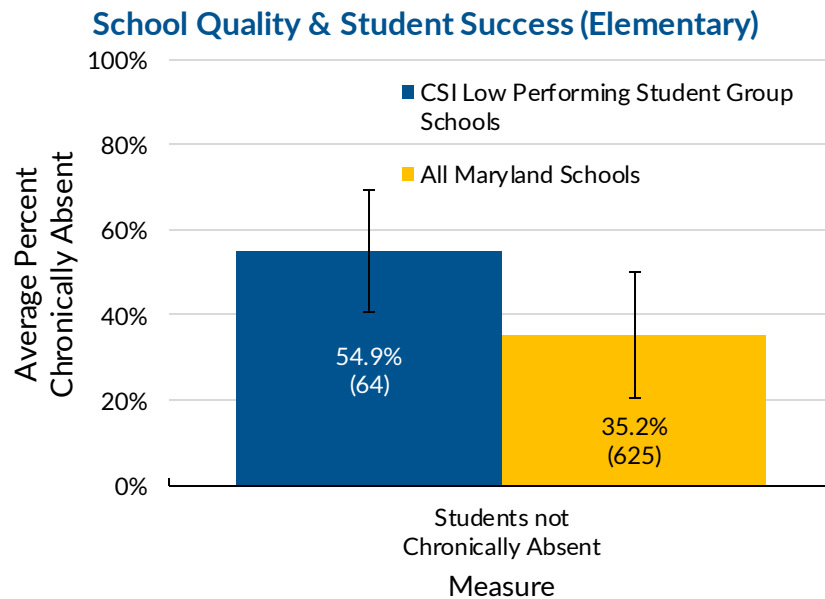
Both in elementary schools identified as CSI Low Performing Student Group and in the average elementary school in Maryland, only a small percentage of students with disabilities was proficient in ELA, math, and science. The proficiency rates for students with disabilities in all three subjects were substantially in CSI Low Performing Student Group schools.
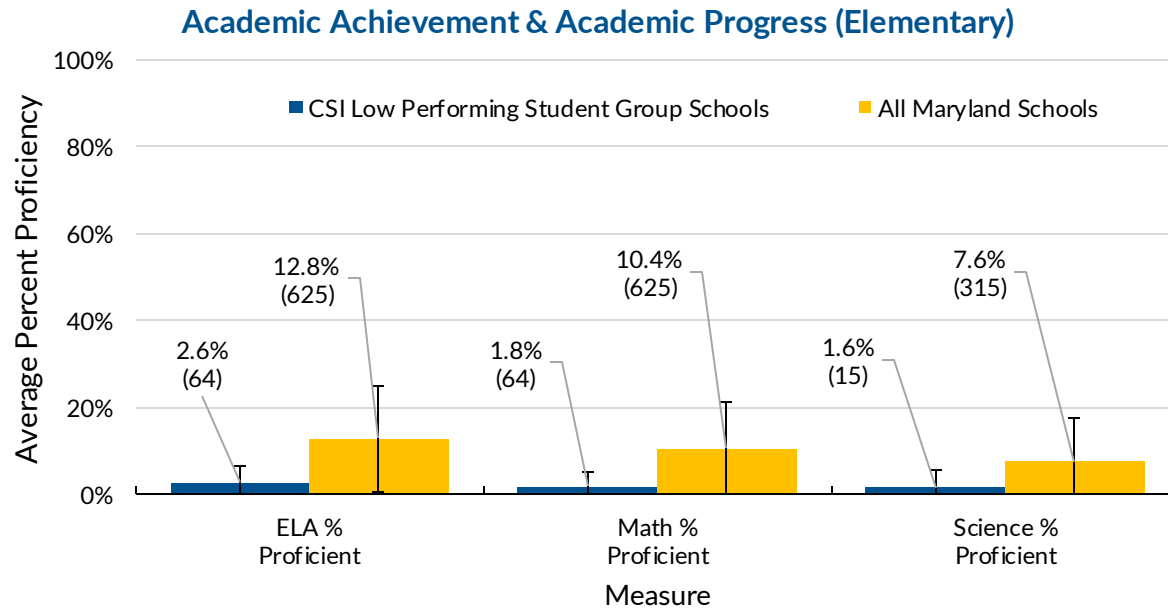
Academic Achievement & Academic Progress (Elementary)

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as CSI Low Performing Student Group. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of CSI Low Performing Student Group Schools (2 of 2) – Students with Disabilities (Elementary)
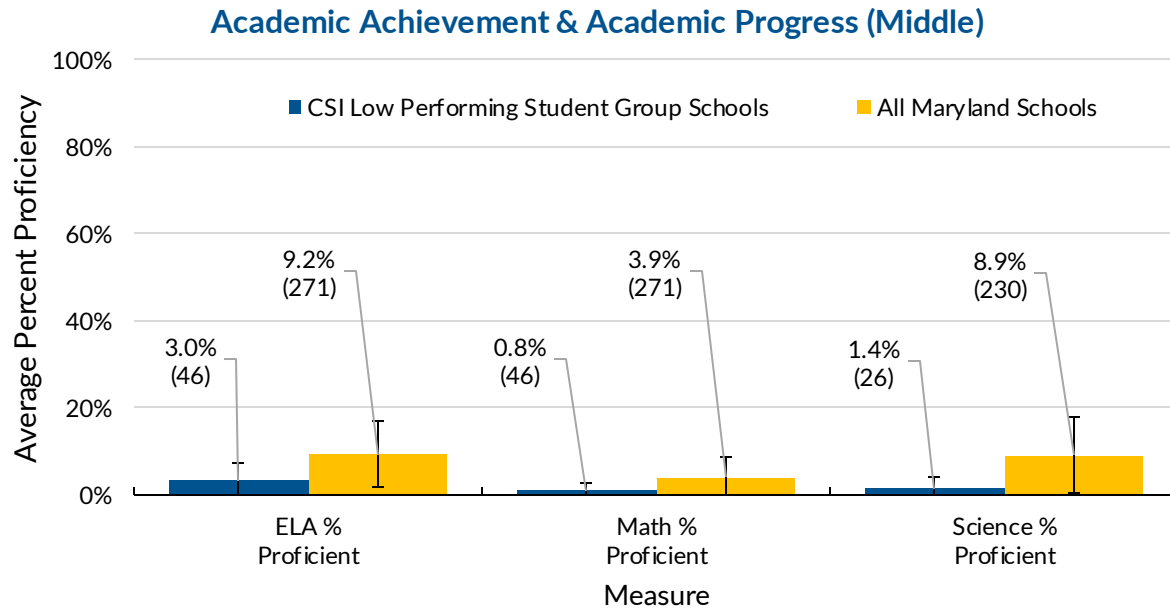
Elementary schools identified as CSI Low Performing Student Group had substantially higher chronic absenteeism rates for students with disabilities than the average elementary school in Maryland. The Maryland School Survey scores for students, when considering only respondents that were students with disabilities, were slightly lower at CSI Low Performing Student Group schools.

School Quality & Student Success (Elementary)

- CSI Low Performing Student Group Schools
- All Maryland Schools

Students not Chronically Absent: 54.9% (64), 35.2% (625)

School Quality & Student Success (Elementary)

- CSI Low Performing Student Group Schools
- All Maryland Schools

School Survey (Student): 5.1 (13), 5.9 (289)

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as CSI Low Performing Student Group. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

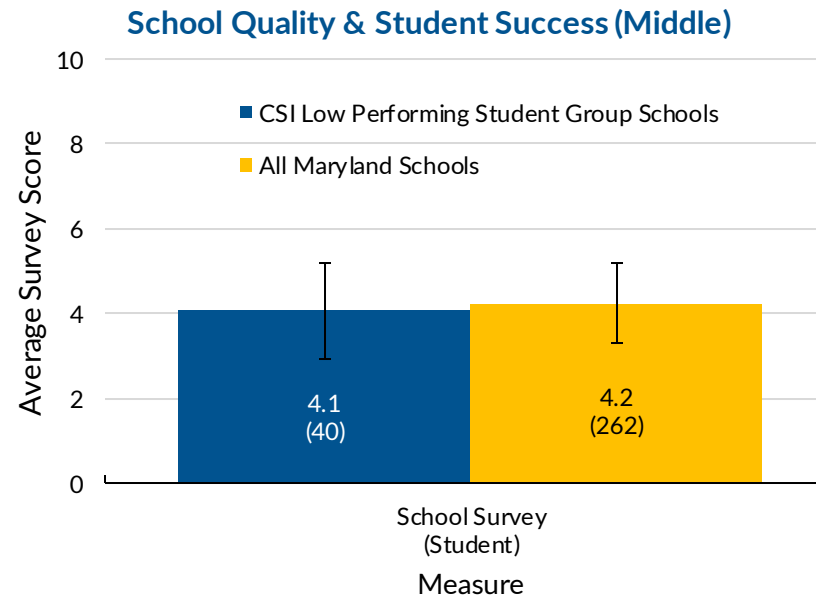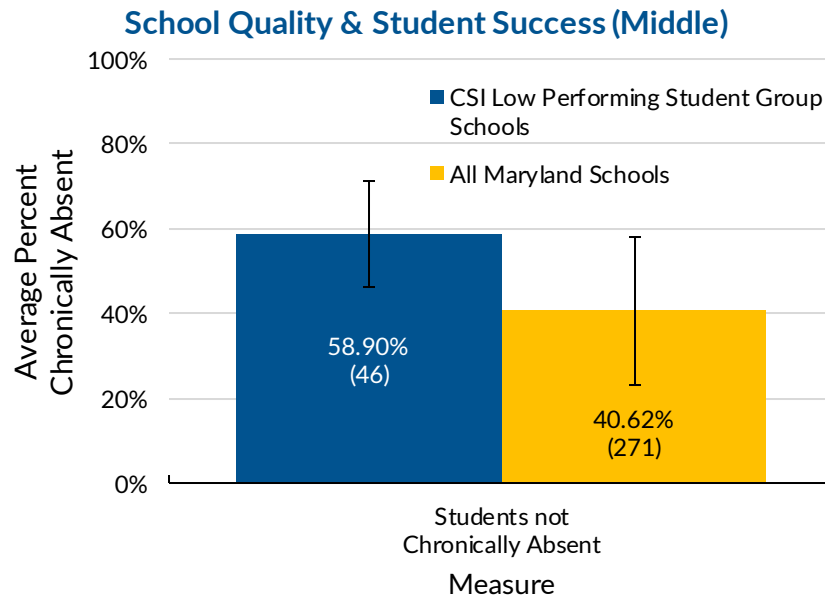# Characteristics of CSI Low Performing Student Group Schools (1 of 2) – Students with Disabilities (Middle)

Both in middle schools identified as CSI Low Performing Student Group and in the average middle school in Maryland, only a small percentage of students with disabilities was proficient in ELA, math, and science. The proficiency rates for students with disabilities in all three subjects were lower in CSI Low Performing Student Group schools.

Academic Achievement & Academic Progress (Middle)

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as CSI Low Performing Student Group. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.

Characteristics of CSI Low Performing Student Group Schools (2 of 2) – Students with Disabilities (Middle)

Middle schools identified as CSI Low Performing Student Group had substantially higher chronic absenteeism rates for students with disabilities than the average middle school in Maryland. There was little difference between CSI Low Performing Student Group schools and the average middle school on the Maryland School Survey scores for students, when considering only respondents that were students with disabilities.

Note: Only schools with the student group having 45 or more points in the accountability system (by grade span) are included in this analysis. "All Maryland Schools" excludes schools identified as CSI Low Performing Student Group. Error bars represent uncertainty to one standard deviation. Numbers in parentheses represent the number of schools included in the analysis.