



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: Maryland Comprehensive Assessment Program Update and Reporting Timeline, SY 2022-2023

Purpose

The purpose of this item is to provide an update on the Maryland Comprehensive Assessment Program (MCAP) a reporting timeline for school year 2022-2023.

Background/Historical Perspective

The Every Student Succeeds Act (ESSA) requires states to assess students annually in grades 3-8 and once in high school in English Language Arts (ELA), mathematics, and science. The Maryland Comprehensive Assessment Program (MCAP) provides information to families, educators and the public on progress on the Maryland state content standards and fulfills federal and state assessment requirements. With the second year of full administration of the MCAP assessments, the reporting timeline returns to an earlier release of results. Families receive results for their students on all assessments through Individual Student Reports (ISRs), educators with an educational need for student data are provided data files and reports, and the public will have access to data on the Maryland Report Card website (mdreportcard.org). MSDE is required to ensure that the reporting of MCAP data does not disclose personally identifiable student data.

Executive Summary

The presentation will provide information on the following:

- Assessment Requirements
- Maryland Comprehensive Assessment Program (MCAP) Administration
- Maryland Comprehensive Assessment Program (MCAP) Reporting Timeline
- Public Reporting and Data Suppression

Action

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

Attachments

MCAP Update.pptx

MCAP Update.pdf

DIVISION OF ASSESSMENT, ACCOUNTABILITY AND PERFORMANCE REPORTING

Assessment Administration and Reporting, School Year 2022-2023


MARYLAND STATE BOARD OF EDUCATION | June 27, 2023

Presented By | Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability and Performance Reporting



PRESENTATION OUTLINE

1. Assessment Requirements
2. Maryland Comprehensive Assessment Program (MCAP) Administration
3. Maryland Comprehensive Assessment Program (MCAP) Reporting Timeline
4. Public Reporting and Data Suppression Methods

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1. **Assessment Requirement Overview**
 2. Maryland Comprehensive Assessment Program (MCAP) Administration
 3. Maryland Comprehensive Assessment Program (MCAP) Reporting Timeline
 4. Public Reporting and Data Suppression Methods

Assessment Requirement Overview

Maryland administers statewide assessments to fulfill U.S. Department of Education and state requirements.

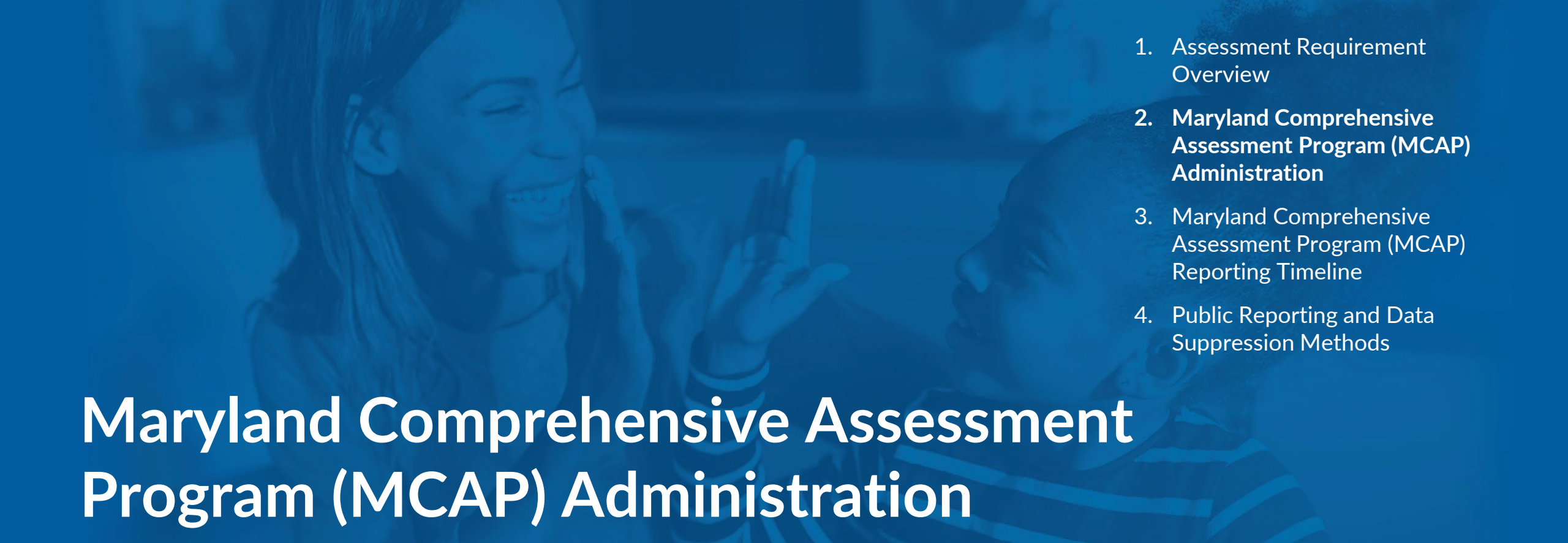
Assessment Requirements

The Every Student Succeeds Act (ESSA) requires that states administer:

- Annual statewide assessments to all students in **English Language Arts/Literacy (ELA/L)** and **mathematics** in grades 3-8 and once in high school,
- Statewide assessments in each grade band (3-5, 6-8 and high school) in Science (**Maryland Integrated Science Assessment (MISA)**).
- Annual **ACCESS** for English language learners (ELs) assessment in grades K-12.
- **Alternate assessments** for Maryland students with significant cognitive disabilities.

Maryland requires the following additional assessments:

- **Social studies** assessment in grade 8, as well as a high school **American Government** assessment (Maryland State law (Md. Ed. Art 7-203).
- The **Kindergarten Readiness Assessment (KRA)** is administered to determine a student's readiness for kindergarten.

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1. Assessment Requirement Overview
 2. Maryland Comprehensive Assessment Program (MCAP) Administration
 3. Maryland Comprehensive Assessment Program (MCAP) Reporting Timeline
 4. Public Reporting and Data Suppression Methods

Maryland Comprehensive Assessment Program (MCAP) Administration

Maryland administers statewide assessments annually during administration windows, with local education agencies determining their windows for each assessment.

Administration Windows, SY 2022-2023 (1 of 2)

Grades 3-8 MCAP was administered in Spring 2023 while High School Assessments are offered in two administration windows (Fall and Spring). Each LEA determines the assessment administration window for their LEA within the State administration window.

Assessment	Test Administration Window	Subject
Grades 3-8	March 6 - March 24, 2023	Science (MISA) Grade 5, Grade 8
	April 3 - May 26, 2023	Mathematics 3 - 8 ELA/L 3 - 8
	May 1 - May 26, 2023	Social Studies 8
High School	December 5, 2022 - January 20, 2023 April 3 - May 26, 2023	Algebra I, Algebra II, Geometry ELA/L 10
	January 3 - 27, 2023 May 1 - 26, 2023 July 24 - 28, 2023	LS MISA, Government

Administration Windows, SY 2022-2023 (2 of 2)

Alternate Assessments are administered for students having significant cognitive disabilities in all content areas. English Language Proficiency Assessments (ELPA) administered in grades K-12, and the kindergarten readiness assessment administered each fall to incoming kindergarteners.

Assessment	Test Administration Window	Grade
Alternate Assessments- Dynamic Learning Maps (DLM)	March 13, 2023 - May 19, 2023	3 - 8, 11
English Learner Proficiency - Access for ELs	January 9, 2023 - March 3, 2023	K - 12
Kindergarten Readiness Assessment - KRA	August 10, 2022 - October 10, 2022	K



Maryland Comprehensive Assessment Program (MCAP) Reporting Timeline

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Maryland assessment reporting is provided annually to families, educators and the public.

MCAP Reporting Timeline, SY 2022-2023 (1 of 4)

Reporting timeline includes all assessment data including student level data for educators and reports for use by local education agencies.

Date	Report
April 25, 2023	Preliminary Reporting Category Roster
July 28, 2023	Every Student Every Attempt (ESEA) file provided to LEA
August 11, 2023	Final Reporting Category Roster, Reporting Category Summary, Demographic Performance Level Summary, Item Analysis Report
August 25, 2023	Evidence Statement Analysis, Content Standards Roster
August 31, 2023	Growth Data

MCAP Reporting Timeline, SY 2022-2023 (2 of 4)

Reporting timeline includes individual student reports (ISRs) provided to students and families. Below is the timeline for the provision of ISRs for distribution to families.

Date	Assessment ISR Report
November 28, 2023	Kindergarten Readiness Assessment (KRA)
May 26, 2023	English Language Proficiency Assessment
September 22, 2023	Grade 3 - 8 ELA and math Grade 5 and 8 Science High school assessments (Algebra I, II, Geometry, English 10)
April 14, 2023 (Winter) August 15, 2023 (Spring) October 13, 2023 (Summer)	High school assessments (Government, LS MISA)

MCAP Reporting Timeline, SY 2022-2023 (3 of 4)

Social Studies grade 8 is a new assessment that will go through Standard Setting prior to the release of results and reports to educators and families. The timeline is delayed for the first operational year.

Date	Report
May 16, 2023	Preliminary Reporting Category Roster
September 11, 2023	Final Reporting Category Roster, Reporting Category Summary, Content Standards Roster, Demographic Performance Level Summary
September 11, 2023	Every Student Every Attempt (ESEA)
September 22, 2023	Evidence Statement Analysis
October 27, 2023	Printed Individual Student Report (ISR) delivered in district

MCAP Reporting Timeline, SY 2022-2023 (4 of 4)

Reporting timeline includes data for the public for the results of the Spring 2023 MCAP Assessments.

Reporting by Date	Description
Early-August 2023	Every Student Every Attempt (ESEA) file provided to MSDE
Mid-August	State Level Data
August 2023	State Board presentation
September 2023	MDReportcard.org updated
December 2023	Maryland School Report Card

Individual Student Report (ISR)

For each State assessment families receive an Individual Student Report (ISR) that provides detailed information on the performance of the student including a comparison to peers at the school, LEA and the State levels.

Information on a student's performance on categories within each assessment (i.e. modeling and reasoning) and performance level descriptions.

MCAP English Language Arts/Literacy Assessment Report, 2022-2023

Performance Level 3

Your child's score: 783

School Average: 780, LEA Average: 780, State Average: 787

How Students in Maryland Performed

Performance Level	Percentage of students
Level 1	24%
Level 2	33%
Level 3	22%
Level 4	19%

Page 1 of 2

MCAP How Did Your Child Perform in Reading and Writing?

READING: Your child's score 64

WRITING: Your child's score 45

READING LITERARY, READING INFORMATIONAL, FOUNDATIONAL SKILLS, VOCABULARY

WRITTEN EXPRESSION, WRITTEN CONVENTIONS

English Language Arts/Literacy Performance Level Descriptions

Level 4 Distinguished Learners: Distinguished learners demonstrate advanced proficiency in their performance on this standard-aligned assessment. Students performing at this level may need support with exploring advanced learning opportunities related to understanding and analyzing above-grade-level literary and informational text, showing an understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases. Students performing at this distinguished level may also need support with exploring advanced learning opportunities related to demonstrating knowledge of grade-level prefixes and word origins when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.

Level 3 Proficient Learners: Proficient learners demonstrate proficiency in their performance on this standard-aligned assessment. Students performing at this level may need additional practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases. Students performing at the proficient level may also need additional practice with demonstrating proficiency in reading grade-level literary and informational text, and using context to determine the meaning of words and phrases. Students performing at the proficient level may also need additional practice with demonstrating proficiency in reading grade-level literary and informational text, and using context to determine the meaning of words and phrases. Students performing at the proficient level may also need additional practice with demonstrating proficiency in reading grade-level literary and informational text, and using context to determine the meaning of words and phrases.

Level 2 Developing Learners: Developing learners demonstrate partial proficiency in their performance on this standard-aligned assessment. Students performing at this level may need additional practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases. Students performing at the developing level may also need additional practice with demonstrating proficiency in reading grade-level literary and informational text, and using context to determine the meaning of words and phrases. Students performing at the developing level may also need additional practice with demonstrating proficiency in reading grade-level literary and informational text, and using context to determine the meaning of words and phrases.

Level 1 Beginning Learners: Beginning learners do not yet demonstrate proficiency in their performance on this standard-aligned assessment. Students performing at this level may need additional practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases. Students performing at the beginning level may also need additional practice with demonstrating proficiency in reading grade-level literary and informational text, and using context to determine the meaning of words and phrases. Students performing at the beginning level may also need additional practice with demonstrating proficiency in reading grade-level literary and informational text, and using context to determine the meaning of words and phrases.

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What will LEAs be able to do with the data?

Local education agencies will be able to use SY 2022-2023 data beginning with the provision of results by the end of July including but not limited to school improvement efforts, student learning acceleration and interventions, and supporting low performing schools.

School Improvement Efforts

- Updating School Improvement Plans for SY 2023-2024
- Scheduling decisions
- Evaluate critical success indicators as part of district's strategic plan
- Incorporate student level data into their LEA Data Warehouse
- Building reporting structures for staff
- Budgeting decisions

Decisions regarding student learning acceleration and interventions

- Planning for student learning including differentiated grouping of students
- Determine CCR designations for CCR pathways, and retesting

Supporting Low Performing Schools

- Share data with CSI and additional TSI schools for planning purposes

What assessment reports are available to LEAs? (Page 1 of 3)

Preliminary Roster Report			
Performance Level Key			
■ Performance Levels currently not available <small>ONLY available Data will be displayed below</small>			
Name	Overall Score	Content	Modeling
Maryland 67,135 Student(s)	31% avg.	38% avg.	22% avg.
Local Education Agency 3,967 Student(s)	35% avg.	43% avg.	27% avg.
School 169 Student(s)	45% avg.	51% avg.	40% avg.


Preliminary Roster Report

- The Preliminary Roster Report is an online report available two weeks after the administration opens and **students' preliminary scores will be available within 48 hours** after submitting their test.
- The report shows the **percent correct of the machine scored items** and the percent of performance at the sub-claim level. The open-ended items are not reported.

What assessment reports are available to LEAs? (Page 2 of 3)

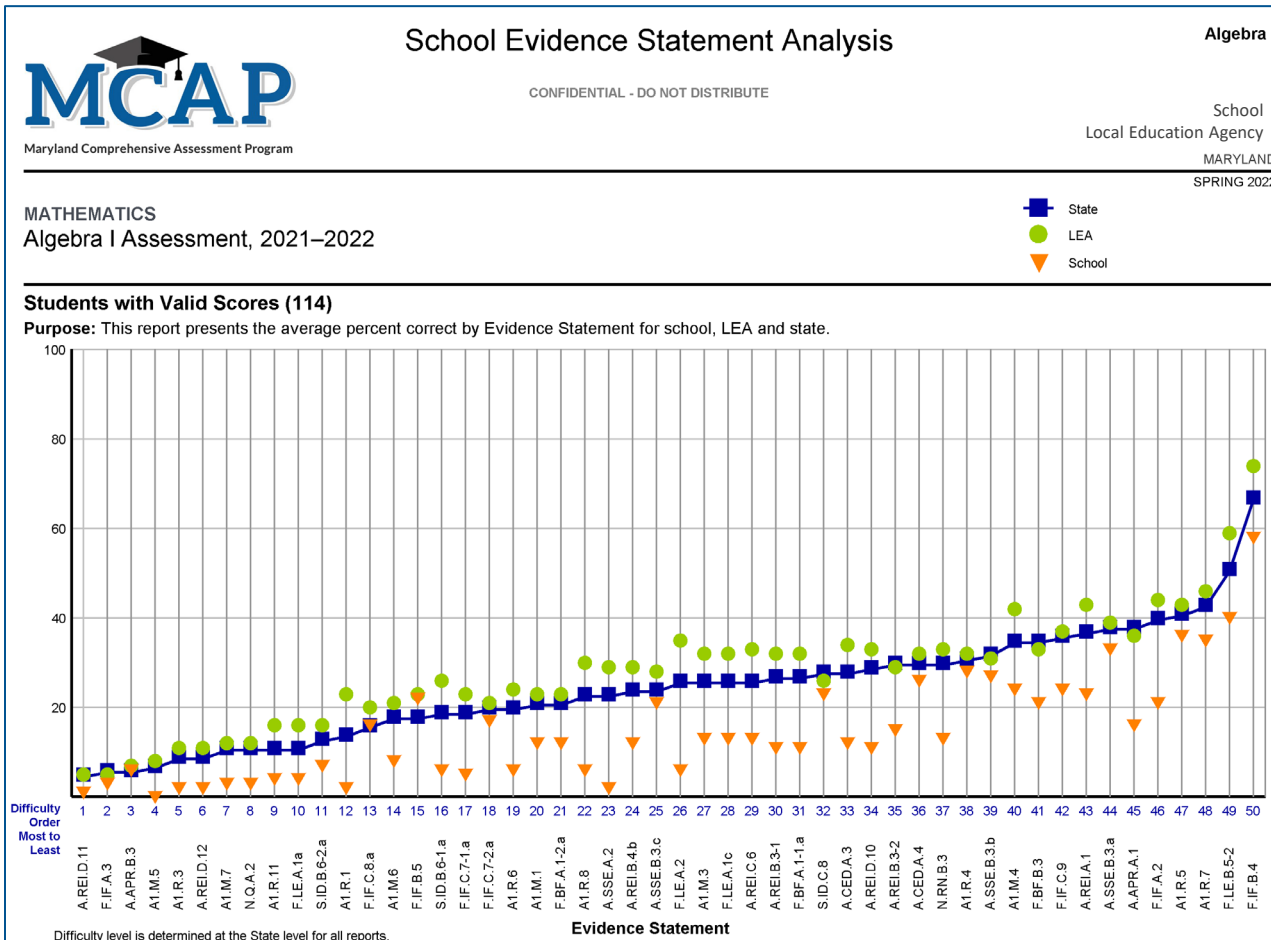
Content Standards Roster

- The Content Standards Roster Report analyzes the student performance of operational items on the MCAP assessment.
- The report is by grade and content area with information at the student level provided.
- The report provides the average percent points achieved for all students in the state and the student percent points achieved for each domain group.

Algebra I														
 <p>School Content Roster CONFIDENTIAL - DO NOT DISTRIBUTE</p>												PV E2 SCORING SCH		
												PV E2E SCORING DST		
MATHEMATICS												MARYLAND		
Algebra I Assessment, 2022–2023												SPRING 2023		
STUDENT		CORE FORM	Number and Quantity		Algebra		Functions		Statistics & Probability		Modeling		Reasoning	
			MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST
1 SAMPLE LASTNAME 001, SAMPLE FIRSTNAME 001		A31	n/a	n/a	44	100	48	100	53	100	51	100	50	100
2 SAMPLE LASTNAME 002, SAMPLE FIRSTNAME 002		A31	n/a	n/a	44	100	48	100	53	100	51	100	50	100
3 SAMPLE LASTNAME 003, SAMPLE FIRSTNAME 003		O31	n/a	n/a	47	100	48	100	45	100	45	100	45	100
4 SAMPLE LASTNAME 004, SAMPLE FIRSTNAME 004		O32	n/a	n/a	55	100	56	100	n/a	n/a	54	100	52	100
5 SAMPLE LASTNAME 005, SAMPLE FIRSTNAME 005		O31	n/a	n/a	47	100	48	100	45	100	45	100	45	100
6 SAMPLE LASTNAME 006, SAMPLE FIRSTNAME 006		O31	n/a	n/a	47	100	48	100	45	100	45	100	45	100
7 SAMPLE LASTNAME 007, SAMPLE FIRSTNAME 007		O32	n/a	n/a	55	100	56	100	n/a	n/a	54	100	52	100
8 SAMPLE LASTNAME 008, SAMPLE FIRSTNAME 008		O32	n/a	n/a	55	100	56	100	n/a	n/a	54	100	52	100
9 SAMPLE LASTNAME 009, SAMPLE FIRSTNAME 009		O31	n/a	n/a	47	0	48	0	45	0	45	0	45	0

Reports available include: Final Reporting Category Roster, Reporting Category Summary, Demographic Performance Level Summary, Item Analysis Report, Evidence Statement Analysis, Content Standards Roster


What assessment reports are provided to LEAs? (Page 3 of 3)



Evidence Statement Analysis

- The Evidence Statement Analysis Report analyzes the performance of the evidence statements for each operational item on the MCAP assessments.
- Analysis is provided at the State, LEA, and school level.
- Information is reported for each grade level and content area.

Reports available include: Final Reporting Category Roster, Reporting Category Summary, Demographic Performance Level Summary, Item Analysis Report, Evidence Statement Analysis, Content Standards Roster

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Protecting Student Information

MSDE must ensure the protection of personal data on individuals when releasing summary data in public reporting.

Background

- Privacy of individual student records is protected under the **Family Educational Rights and Privacy Act (FERPA)**, 20 U.S.C. §1232g, 34 CFR Part 99.
- Under FERPA, states and local education agencies (LEAs) are **responsible for protecting students' personally identifiable information (PII) from disclosure at all times.**
- **Personally identifiable information (PII)** includes information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information.
 - **Direct identifiers** include information directly related to an individual, such as name, address, and student identification number.
 - **Indirect identifiers** include information that can be combined with other information to identify specific individuals, such as gender, date of birth, and race/ethnicity.

Risk of Disclosure

- **Disclosure** means to permit access to or the release, transfer, or other communication of PII by any means (34 CFR §99.3).
- The U.S. Department of Education has instructed States to assess the risk of disclosure considering FERPA’s “reasonable person” standard:
 - *“whether a reasonable person in the school community who does not have personal knowledge of the relevant circumstances could identify individual students based on reasonably available information, including other public information released by an agency, such as a report presenting detailed data in tables with small size cells (34 CFR §99.3 and §99.31(b)(1)).”*
- When reporting data to the public the State is required to:
 - not use disaggregated data for one or more subgroups to report achievement results if the results would reveal personally identifiable information about an individual student, and
 - to “implement appropriate strategies to protect the privacy of individual students...” (34 CFR §200.7).

Family Educational Rights and Privacy Act regulations, 34 CFR §99.3, 34 CFR §200.7.

Maryland Every Students Succeeds Act (ESSA) 2018 State Plan

- The U.S. Department of Education approved Maryland’s Consolidated State Plan in 2018. The purpose of the plan is to provide families and stakeholders with quality, transparent information about how the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, will be implemented in Maryland.
- As outlined in the ESSA state plan templates provided by the U.S. Department of Education, states were required to **document the minimum n-size.**

“Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.”
- States were also required to **document how they will ensure the minimum number is sufficient to not reveal personally identifiable information.**

“Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report “Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.”

<https://marylandpublicschools.org/about/Documents/ESSA/ESSAMDSUBMISSIONConsolidatedStatePlan091718.pdf>, [Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information \(ed.gov\)](#)

Why is the suppressed data more noticeable now?

- Emerging from the pandemic, achievement and opportunity gaps have widened. Student performance, particularly in math, fell dramatically in both Maryland and across the nation.
 - Of the Maryland students who took the grade 6 math test in school year 2021-2022, 18% were proficient and just 7% of students who took the grade 8 assessment were proficient.
 - The percent of students proficient in Algebra I was 14%, in comparison the below pre-pandemic percent proficient in 2019 was 27%.
- Disclosures of student PII are more likely when achievement is very low or high.
 - Example 1: When there are no students in a school proficient on a given assessment, any reasonable person in the community and knowing a student at the school also knows that each student's performance is not proficient.
 - Example 2: When populations contain low numbers of students (i.e. 10 students), the percentage of student performance may be more easily disclosed.

MSDE Suppression Documentation

MSDE applies suppression to publicly reported aggregate LEA- and school-level data that is connected to student education data and outcomes. State-level data are not suppressed. This includes, but is not limited to:

- assessment results,
- graduation rates,
- attendance rates,
- college enrollment,
- student group counts such as race/ethnicity, gender, economically disadvantaged, and students with disabilities, and English learners

Decision makers at the LEA and school levels continue to have access to all data.

A summary of MSDE’s data suppression methods for public reporting is published under the Resources section of the Maryland Report Card website and on the Maryland Public Schools Website.

Maryland Report Card website Resources: <https://reportcard.msde.maryland.gov/Graphs/#/Resources/ResourcesLinks/3/17/6/03/0407/2022>

Maryland Public Schools website: https://marylandpublicschools.org/about/Documents/DAAIT/Accountability/Data-Suppression-Requirements-2023_a.pdf



Data Suppression Requirements for Public Reporting

Overview

The purpose of data suppression is to ensure the protection of personal data on individuals when releasing summary data in public reporting. Reporting of data must first and foremost adhere to legal requirements to protect individuals’ personally identifiable information (PII) under federal and state law. Recognizing this challenge, student disaggregation by grade and student group may not be provided publicly if the results would yield PII about an individual student. There is a balance required to protect privacy while also providing as much information as possible to families, local communities and interested stakeholders. ¹

WHAT IS DATA SUPPRESSION?

Data suppression is a disclosure avoidance method that is used to protect the identities, privacy, and personal information of individuals. Disclosure avoidance refers to the efforts made to reduce the risk of disclosure, such as applying statistical methods to protect PII in aggregate data tables. These safeguards, often referred to as disclosure avoidance methods, can take many forms (e.g., data suppression, rounding, re-coding, etc.).

WHY ARE DATA SUPPRESSED?

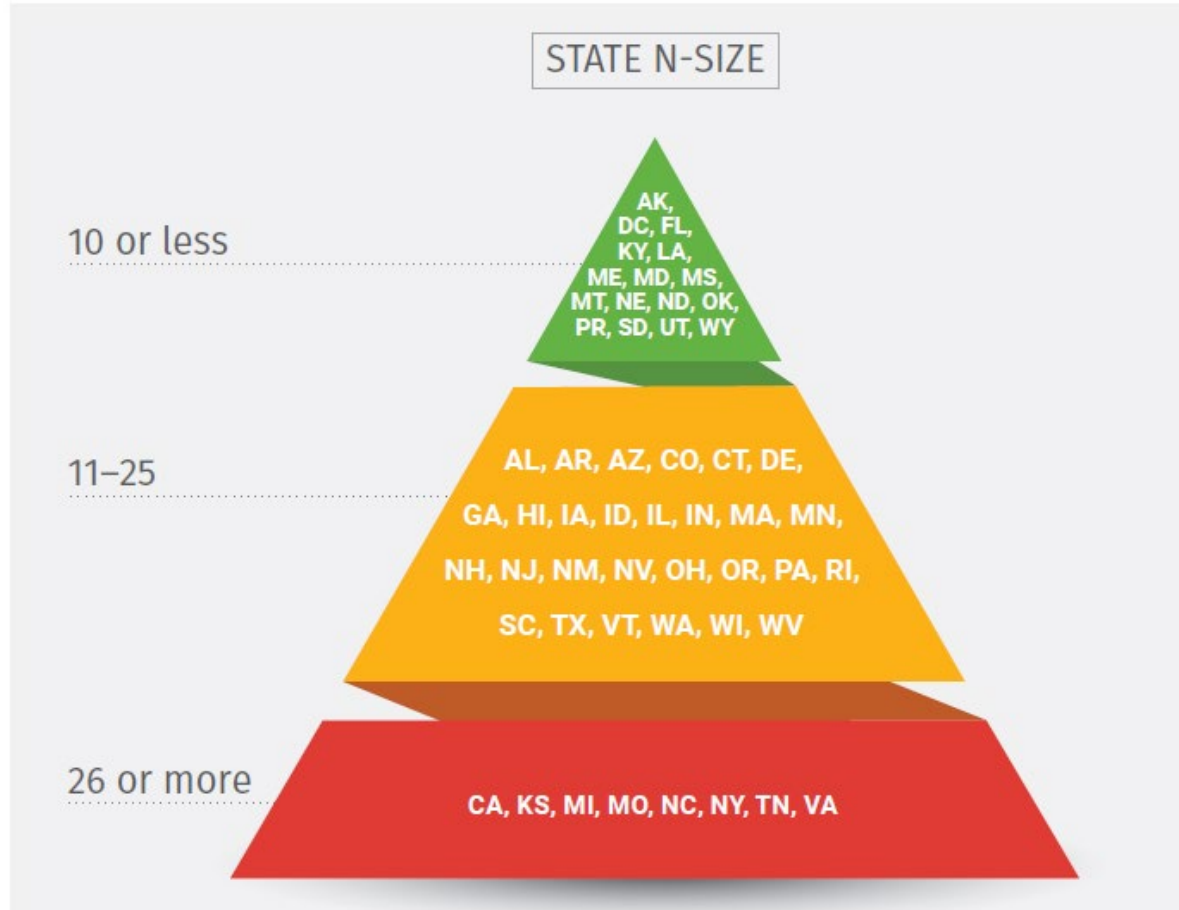
The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, 34 CFR Part 99, is a federal law that protects the privacy of student education records. Under FERPA, states are responsible for protecting students’ PII from disclosure when reporting. Even data that are reported in aggregate have the potential to disclose PII.

Any release of demographic or performance information derived from students’ education records, even in aggregate form, carries some level of risk of disclosure. No disclosure avoidance methodology can completely eliminate that risk; however, the U.S. Department of Education has instructed States to assess the risk of disclosure considering FERPA’s confidentiality standard. U.S. Dep’t of Educ., Privacy Technical Assistance Center, Frequently Asked Questions—Disclosure Avoidance (May 2013). That standard prohibits the release of information that would permit a "reasonable person in the school community ... to identify [an individual] with reasonable certainty." 34 CFR §99.3.

To abide by the regulation outlined in FERPA and protect student’s PII, MSDE applies suppression rules to any aggregated student data that is connected to student education data and outcomes. This includes, but is not limited to, any reporting on student assessment results, graduation rates, or any student group disaggregation such as race/ethnicity, economically disadvantaged, and special education and English language services. ²

N-size National Perspective

- Maryland’s n-size of 10 when reporting student outcome results is among the lowest of all states.
- Only fourteen states, the District of Columbia, and Puerto Rico set an n size of 10 or fewer students, as shown in the graphic below..



Data source: Alliance for Excellent Education <https://all4ed.org/wp-content/uploads/2018/11/N-Size-in-ESSA-State-Plans.pdf>

Maryland's N-Size Determination

As required by the U.S. Department of Education and outlined in the ESSA 2018 state plan templates, states are required to document the minimum n-size used in their state.

- **Maryland established the minimum n-size of 10 for accountability determinations.** This minimum n-size allows for the maximum number of LEAs, schools, and student groups to be represented in the accountability system and provides an acceptable level of statistical reliability and validity.
- **The change to the n-size for accountability purposes was discussed in the ESSA Accountability Workgroup.** This workgroup held consistent monthly meetings from July 2016 through July 2017. The committee consisted of both MSDE and external members, and representatives included ten LEAs. In addition to the recommendations of this group around the n-size, Maryland solicited feedback at state sponsored Regional Listening tours, and in various focus group meetings.

Top and Bottom Coding

As required by the U.S. Department of Education and outlined in the ESSA state plan templates, States should consult the Institute for Education Sciences report “Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information” to identify appropriate statistical disclosure limitation strategies for protecting student privacy

- In addition to the minimum n-size of 10, MSDE applies **top and bottom coding when reporting very high and very low percentages.**
- Percentages that are less than or equal to 5% and greater than or equal to 95% have top and bottom coding suppression applied. When percentages meet these top and bottom criteria, the numeric percentage in the data cell is replaced with text that reads:
 - $\leq 5\%$
 - $\geq 95\%$
- If the count corresponding to the suppressed percentage is reported in the data report, the numeric count value will be replaced with an asterisk (*).

<https://nces.ed.gov/pubs2017/2017147.pdf>

Example of Data Suppression in Maryland

- Math 3 tested count is 5. This does not meet the minimum n-size. All data cells are suppressed.
- Math 4 tested count is 30. Meets the minimum n-size. No percentage is too high or too low. All percentages and counts are displayed. While we know that only three students scored a performance level (PL) 4, we apply the “reasonable person” standard and determine that among the 30 tested students, a reasonable person would not be able to identify the three students that score a PL4.
- Math 5 tested count is 40. Meets the minimum n-size. The percentages of students scoring PL 2 and PL 4 are $\leq 5\%$. The percentages are therefore bottom coded at $\leq 5\%$ and the corresponding counts of students are reported as an asterisk (*).

Unsuppressed Data Table

Test	Tested Count	PL 1 Count	PL 1 Pct	PL 2 Count	PL 2 Pct	PL 3 Count	PL 3 Pct	PL 4 Count	PL 4 Pct
Math 3	5	2	40%	1	20%	1	20%	1	20%
Math 4	30	10	33%	5	17%	12	40%	3	10%
Math 5	40	18	45%	2	5%	18	45%	2	5%

Suppressed Data Table

Test	Tested Count	PL 1 Count	PL 1 Pct	PL 2 Count	PL 2 Pct	PL 3 Count	PL 3 Pct	PL 4 Count	PL 4 Pct
Math 3	*	*	*	*	*	*	*	*	*
Math 4	30	10	33%	5	17%	12	40%	3	10%
Math 5	40	18	45%	*	$\leq 5\%$	18	45%	*	$\leq 5\%$

State Examples of Data Suppression

State	Data Suppression Rules
New Jersey	Data are suppressed when the proficiency rate or percentage of students that "met or exceeded expectations" is less than 10% or where chronic absenteeism rates are greater than 90%. Data are also suppressed if student counts or percentages represent fewer than 10 students.
Pennsylvania	Data are suppressed when there are fewer than 20 students as part of their ESSA Plan.
Delaware	Data suppression is applied to any cell whose population value is less than 15, regardless of the cell's value. Data are also suppressed for any cell whose corresponding population value is at or above 15, but whose cell value is less than 5 or within 5.
South Carolina	All data with student groups less than 20 and calculations that result in 0 or 100 percent are suppressed for ESSA reporting and accountability.
Kentucky	Data are suppressed when there are fewer than 30 students for each indicator per school level for all students and each student demographic group.

<https://education.delaware.gov/community/data/data-privacy/>; <https://rc.doe.state.nj.us/2021-2022/state/detail/overview>;
<https://www.education.pa.gov/K-12/ESSA/ESSAReportCard/AMD/Pages/minimum-N.aspx>;
<https://www2.ed.gov/admins/lead/account/stateplan17/sconsolidatedstateplanfinal.pdf>; <https://education.ky.gov/school/csip/Documents/Suppressed%20Data%20Guidance.pdf>

Future Enhancements to Reporting

There is a balance required to protect privacy while also providing as much information as possible to families, local communities and interested stakeholders. Student disaggregation by grade and student group may not be provided publicly if the results would yield PII about an individual student.

- Future public reporting in consideration include:
 - Schoolwide performance by subject area.
 - Performance reporting by grade span.
 - Schoolwide reporting by student group.
- Data disclosure methods that may need to be added would include complementary suppression, cell size suppression and changes to top and bottom coding.
- Similar to the ESSA 2018 state plan engagement process, any revision to data disclosure methods would only occur after engagement with the Maryland State Board of Education, LEAs, and the public.

<https://studentprivacy.ed.gov/node/438/>; https://studentprivacy.ed.gov/sites/default/files/resource_document/file/data_deidentification_terms_0.pdf