

TO: Members of the State Board of Education Members
Members of the Accountability and Implementation Board

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools 

DATE: June 25, 2024

SUBJECT: Update on Alignment of Education Plan Metrics and Proposed Targets

Purpose

The purpose of this item is to provide an update to the State Board and the Accountability and Implementation Board on the alignment of the metrics included in three state education plans released over the past year and proposed targets going forward.

Background

Over the past twelve months, three state education plans have been released. The Maryland State Board of Education (MSBE) and Maryland State Department of Education (MSDE) released their Strategic Plan in June 2023, the Accountability and Implementation Board (AIB) issued their Blueprint Comprehensive Implementation Plan in August 2023, and the Office of Governor Wes Moore released the Moore-Miller Administration State plan in February 2024. Each plan includes a list of education metrics to track.

Executive Summary

Since March 2024, MSDE and AIB staff have met weekly to identify proposed targets based on the identified alignment across education plan metrics. A draft presentation was shared with the MSBE Education Transformation and Accountability Committee on May 16, 2024, and then with the AIB Outcome Measures Workgroup on May 20, 2024. Additional feedback was also solicited through a survey of educators. Overall, phase 1 of the proposed target setting has been well received. Based on the collective response from stakeholders, the grade 3 literacy target was increased, and a combined grades 3-8 literacy target and a combined grades 3-8 mathematics target were added. Additionally, a companion document will be created that provides guidance on target definitions and calculations.

Action

Request that the State Board of Education consider adoption of these proposed targets during its next joint meeting with the Accountability and Implementation Board.

Attachments

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Alignment of Education Plan Metrics and Proposed Targets

June 25, 2024



Presented By | Geoff Sanderson, Deputy State Superintendent of Accountability, MSDE
Rachel Hise, Executive Director, AIB



Overview of Education Plans

Over the past twelve months, three state plans have been released that highlight education metrics in Maryland.

Plan	Release Date	Terminology
Moore-Miller State Plan	February 2024	Key Performance Indicators (KPI)
MSBE/MSDE Strategic Plan	June 2023	Goals
AIB Implementation Plan	August 2023	Outcomes, Outputs

Moore-Miller State Plan available at <https://governor.maryland.gov/priorities/Documents/2024%20State%20Plan.pdf>

MSBE/MSDE Strategic Plan available at <https://strategicplan.marylandpublicschools.org/maryland-transforms/>

AIB Comprehensive Implementation Plan available at <https://drive.google.com/file/d/1PsYQGhld5Qwk7PgK2cEubr68SSKrG5dH/view>

Analysis of Plan Metrics

MSDE analyzed the three state plans and a crosswalk identified:

- Aligned metrics in which there is complete/partial alignment with another plan
- No alignment in which a metric is unique across the other plans

Aligned metrics were identified in the following areas:

- Early Childhood Education
- Literacy
- Mathematics
- College and Career Readiness
- Workforce Diversity and Retention
- Career Ladder
- Chronic Absenteeism
- Student Support Personnel

Aligning Metrics

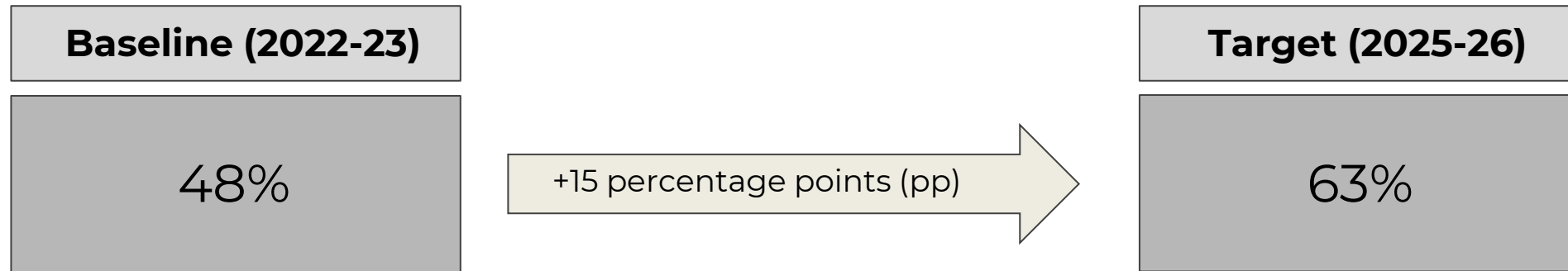
- MSDE and AIB staff originally presented to both boards during the February 27 joint board meeting on the alignment of metrics included in the three state education plans released over the past year.
- MSDE and AIB staff formed a working group to specifically align the overlapping metrics from the three state plans and develop implementation targets for MSBE and AIB to consider for adoption.
 - The working group has met weekly since March 18.
- MSDE and AIB staff solicited feedback on the proposed metrics and targets from stakeholders and members of the public.
 - Staff shared the proposed aligned metrics and targets with the State Board Transformation and Accountability Committee and AIB's Outcome Measures Workgroup for discussion and feedback.
 - Feedback could also be shared over email or through a Google form posted on the AIB website.
- Goal is for Maryland to achieve Top 10 ranking in NAEP state comparisons.

Target Setting Methodology

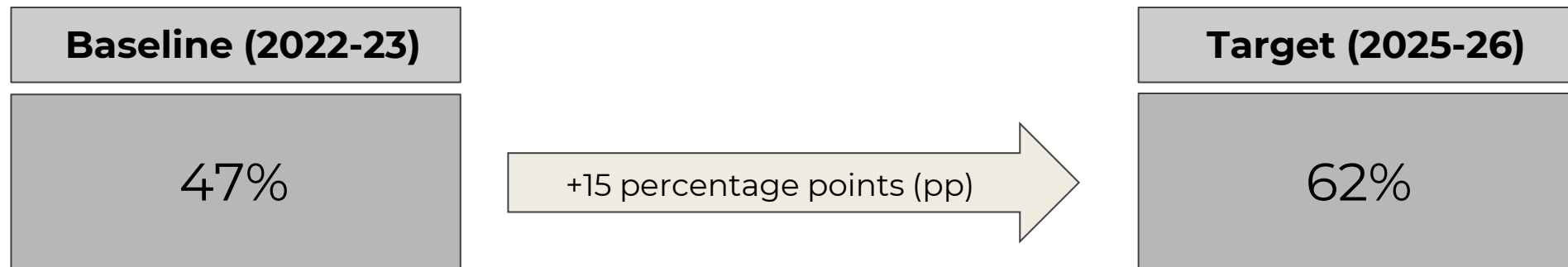
- Targets were calculated for school year 2025-2026 (i.e., three-year targets)
- Proposed targets consider the Blueprint's expected impact on progress/growth within the given timeframe
- Statewide targets were calculated from one of the following methods:
 - A linear trend of prior data was applied to the baseline and projected for 3 years
 - When the linear trend was in decline, the highest pre-pandemic rate was used
 - When the above methods produced an unambitious target, an ambitious target was set
- LEA targets should incorporate statewide interval increases (i.e., percentage point increase) applied to their own baseline data and LEAs will set targets for their schools.

Literacy

Percent of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment

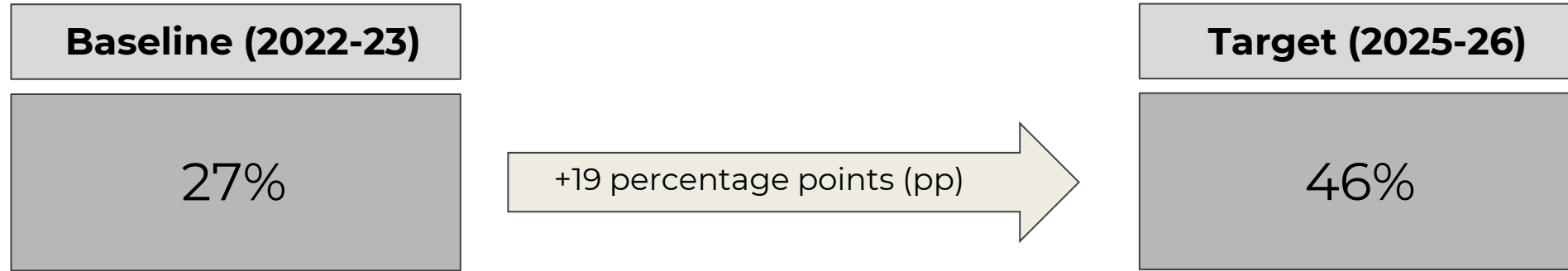


Percent of grades 3-8 students scoring at or above Proficient on the English Language Arts (ELA) assessments

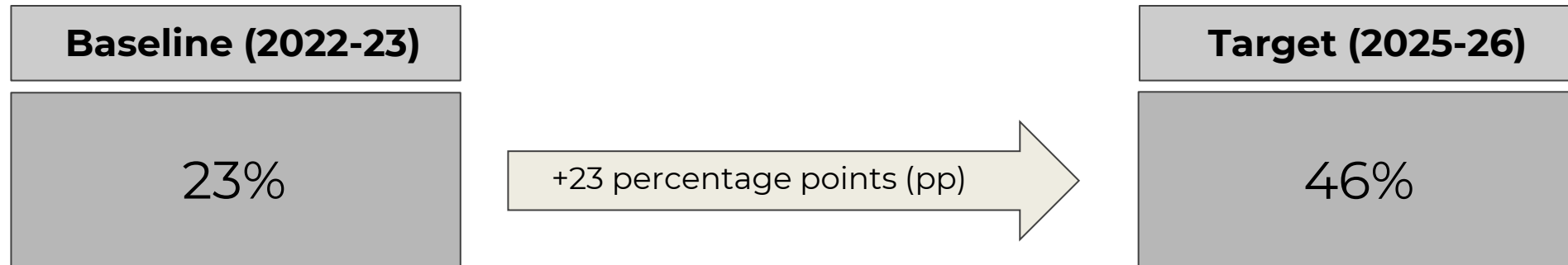


Mathematics

Percent of grade 5 students scoring at or above Proficient on the Grade 5 Mathematics assessment

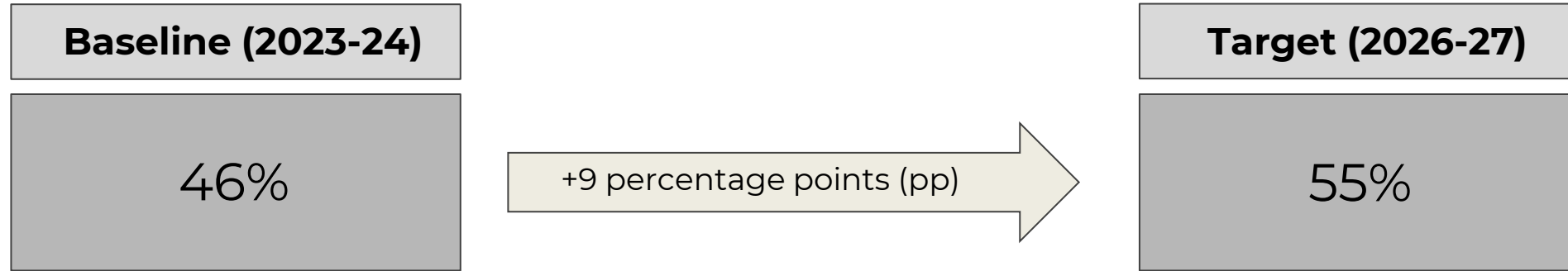


Percent of grades 3-8 students scoring at or above Proficient on the Mathematics assessments

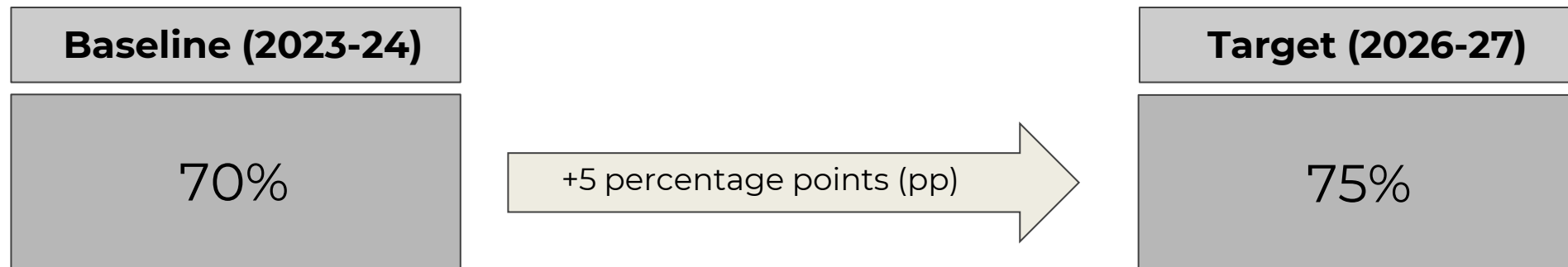


Workforce Diversity and Retention

Percent of new teachers of color as measured by the Fall Staff Collection report

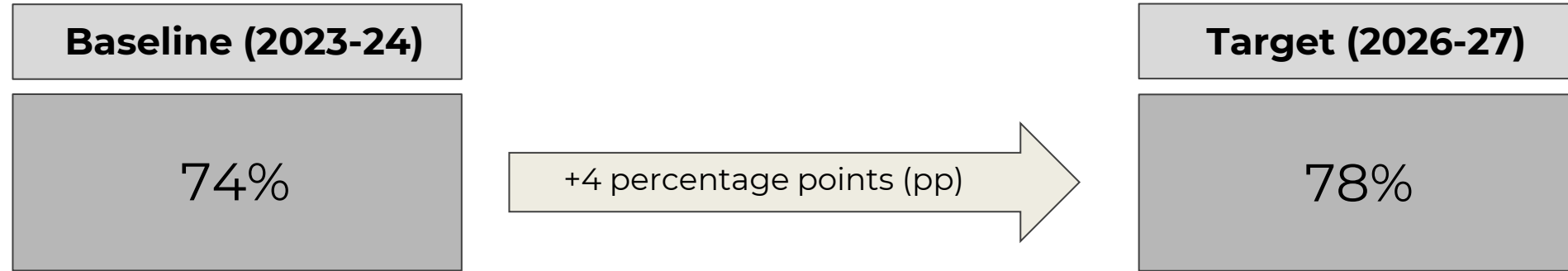


Percent of teachers of color retained over a 3-year period

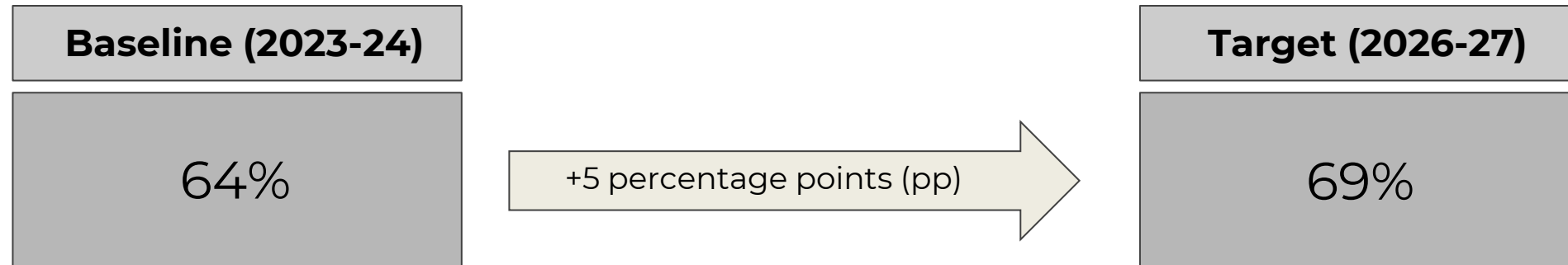


Workforce Diversity and Retention (cont.)

Percent of teachers retained over a 3-year period

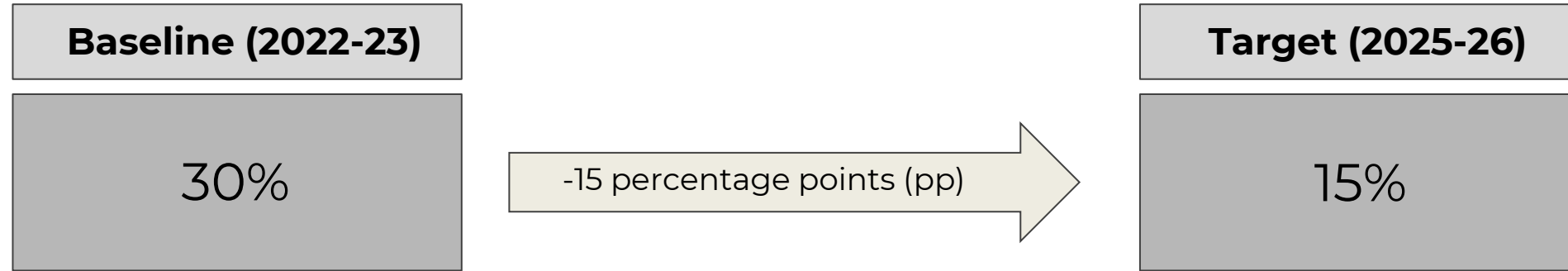


Percent of new teachers retained over a 3-year period



Chronic Absenteeism

Rate of chronic absenteeism in all schools



Student Support Personnel

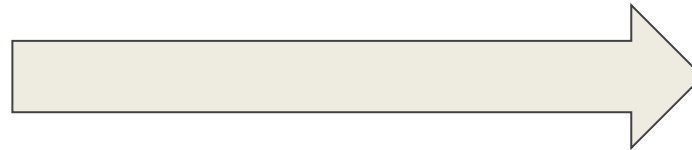
Student-counselor ratio in schools

Baseline (2023-24)

307:1

Target (2026-27)

290:1



Targets to Be Determined

Area	Combined Metric(s)	Proposed Target(s)
Early Childhood Education	Percent of kindergarten students demonstrating readiness on a kindergarten readiness assessment	Wait to set target (adopting new KRA)
College and Career Readiness	Percentage of Maryland students who met the CCR standard by the end of 10th grade Percentage of Maryland students who met the CCR standard before high school graduation Percentage of high school students who have completed a post-CCR pathway	Wait to set target (need baseline data)
Career Ladder	Percentage of teachers participating at each level on the career ladder	Wait to set target (need baseline data)
Student Support Personnel	Percent of schools with one or more school psychologists or school social workers	Wait to set target (need baseline data)

Literacy Support for LEAs

The Maryland State Department of Education is working to provide literacy support to improve student outcomes through:

- Providing feedback on the development and implementation of LEA-developed Comprehensive Literacy Plans.
- Assisting LEAs to identify best practices in Literacy instruction, interventions, and assessments, and providing customized support to provide professional learning.
- Collaborating with multiple states within the Early Literacy Network (ELN).
- Developing a state Literacy Policy that will increase accountability for LEAs, administrators, and parents while ensuring students master grade-level literacy requirements .
- Launching access to state-wide literacy professional learning to increase teacher and administrator knowledge of the science of reading and structured literacy.

Mathematics Support for LEAs

The Maryland State Department of Education is working to provide mathematics support to improve student outcomes through:

- Facilitating **Statewide Mathematics Professional Learning** for all math educators including Math Lesson Studies in Middle School, Leading with Instructional Equity for Mathematics, MCAP Item Development Simulations, Modeling and Reasoning with Mathematics Series, Professional Learning Communities, Elementary Learning Labs and Standards Based Instruction w/ Ongoing Assessment Project (OGAP) -Additive (Grades PK-2), Multiplicative (Grades 3-5), Fractions (Grades 3-6), Proportional (Grades 6-8).
- **Monthly Math Supervisor Collaboratives & Check In Calls:** Focus topics have included MCAP Data Analysis, sharing and replicating best local, state, and national practices, math instructional culture leadership and advocacy, et al.
- Facilitating the **Maryland Launch Years Task Force** with a focus on defining modern math pathways and aligning PreKindergarten-12 math standards and instructional materials.
- The **Maryland Tutoring Corps Grant** that was awarded to Baltimore City, Baltimore County, and Wicomico County. The primary focus of this initiative was to facilitate the creation and implementation of high-quality, school day tutoring programs, with a specific emphasis on students who have not yet demonstrated proficiency in math.

Aspects of each of these initiatives will continue through SY 24-25 and beyond with targeted support for schools that demonstrate little to no progress on MCAP Math assessments. Additional support for LEA math programming will be provided through Expert Review Team math focused school visits and LEA Math Comprehensive Plan reviews.

Chronic Absenteeism Support for LEAs

The Maryland State Department of Education is working to provide chronic absenteeism support to improve student outcomes through:

- Researching trends in statewide and local data on attendance and school climate
- Reviewing school data to identify schools that have lowered chronic absenteeism and improved attendance and determining strategies that have contributed to their success
- Identifying and addressing how school climate may impact attendance (example: impact of bullying behaviors, what contributes to school avoidance)
- Collaborating with Attendance Works (organization committed to reducing chronic absenteeism)
- Developing a statewide guidance attendance document in collaboration with Attendance Works and local education agencies.
- A virtual student support services conference scheduled for August 2024 focused on recognizing trends in statewide and local attendance and climate and identifying best practices.
- Utilizing the Maryland School Mental Health Response Team to provide support to school counselors and other student services personnel to address challenges with attendance.
- Identifying strategies that Community Schools are using to reduce chronic absenteeism

College Career Ready Support for LEAs

The Maryland State Department of Education is working to provide College Career Ready support to improve student outcomes through:

- **College and Career Readiness Development (CCRD) Guide.** This resource will provide cross-functional teams with questions and research-based approaches designed to be used as a self-assessment to identify and begin to work toward a set of key actions necessary at both the LEA-level and school-level to scale strategic school design to ensure CCR.
- **CCR Supports Guidance Memo** that will provide foundational core practices, structures, and recommendations to support identified students in 11th and 12th grade who are not CCR.
- **Redesigning the structure of CTE programs** to support flexible and innovative scheduling options.
- **Developed a new Comprehensive Local Needs Assessment (CLNA)** that supports LEAs in identifying and analyzing performance, enrollment, and opportunity gaps using root cause analysis and developing strategies to address these gaps.
- **Aligning industry-recognized credentials** to high-wage, high-skill, and in-demand occupations in collaboration with the Maryland Department of Labor and the Governor's Workforce Development Board's CTE Committee.

Progress Monitoring

- Progress towards meeting the targets will be monitored at the State and local levels.
- Overall and throughout monitoring of implementation progress, student outcome data will be disaggregated and analyzed by student groups
 - Whenever possible, disaggregated data will also include intersections of student identities
- Teacher outcome data will be disaggregated by LEA and demographics
- Additional disaggregation may also be identified for other measures
- A data dashboard will be developed to track aligned metrics and targets at the State and LEA levels

Next Steps

- Following the targets' adoption, they will be disseminated to stakeholders, including LEAs. Formal definitions of metrics and the calculations will also be provided.
- As baseline data becomes available, MSDE and AIB staff will continue to collaborate to set targets for other overlapping metrics and share with MSDE and AIB for consideration and approval.
- MSDE and AIB will move forward with:
 - setting longer-term targets for overlapping metrics;
 - setting targets with metrics from their respective plans that do not overlap;
 - developing data dashboards to monitor and report progress; and
 - collaborating around new metrics as needed.

Questions?