TO: Members of the State ___ Education

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

DATE: February 12, 2024

SUBJECT: Strategic Plan Baselines and Targets

Purpose

The purpose of this item is to provide a briefing to the State Board of Education's Transformation and Accountability Committee on the baselines and targets for the Maryland State Board of Education's and the Maryland State Department of Education's Strategic Plan.

Background

Over the past year plus, the Maryland State Board of Education and Maryland State Department of Education have developed a multiyear Strategic Plan. The Strategic Plan anchors the mission, vision, values, priorities, enablers, goals, and flagship programs, initiatives, and strategies to realize the Blueprint for Maryland's Future's promise of an excellent and equitable education for every student.

In October 2022, Phase 1 was released and included the details of the vision, mission, values, priorities, and enablers. In February 2023, the release of Phase 2 included the goals and metrics to track progress and measure success in connection to each priority and enabler. In June 2023, the Phase 3 release included the flagship strategies, initiatives, and programs which outline the concrete work that needs to be complete for achieving each priority and enabler. The attached slides include baselines and targets for each of the goals identified in Phase 2 of the Strategic Plan.

Following the Board's recommendation to communicate and collect feedback on the targets from local education agencies, the department has shared the draft targets with the Public School Superintendents Association of Maryland (PSSAM) on January 19th and will share the targets with Assistant Superintendents of Instruction/Chief Academic Offices on February 14th and Local Accountability Coordinators (LACs) on February 20th. Note that the latter meetings were rescheduled from January due to weather and prioritization of other meeting topics.

Action

This item is for the Committee's review.

Attachments

Strategic Plan Targets 2.08.2024.pptx
Strategic Plan Targets 2.08.2024.pdf

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marylandpublicschools.org
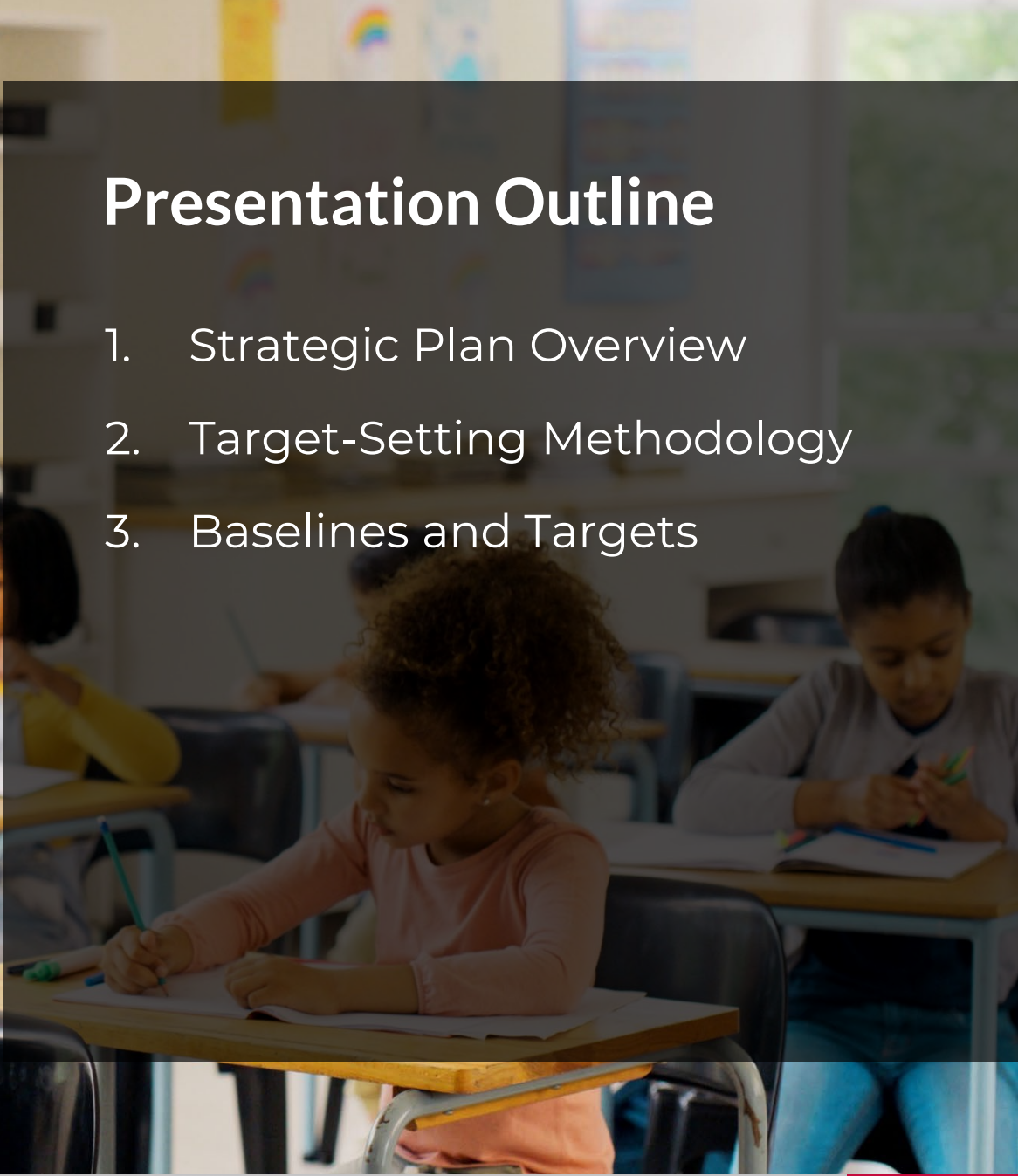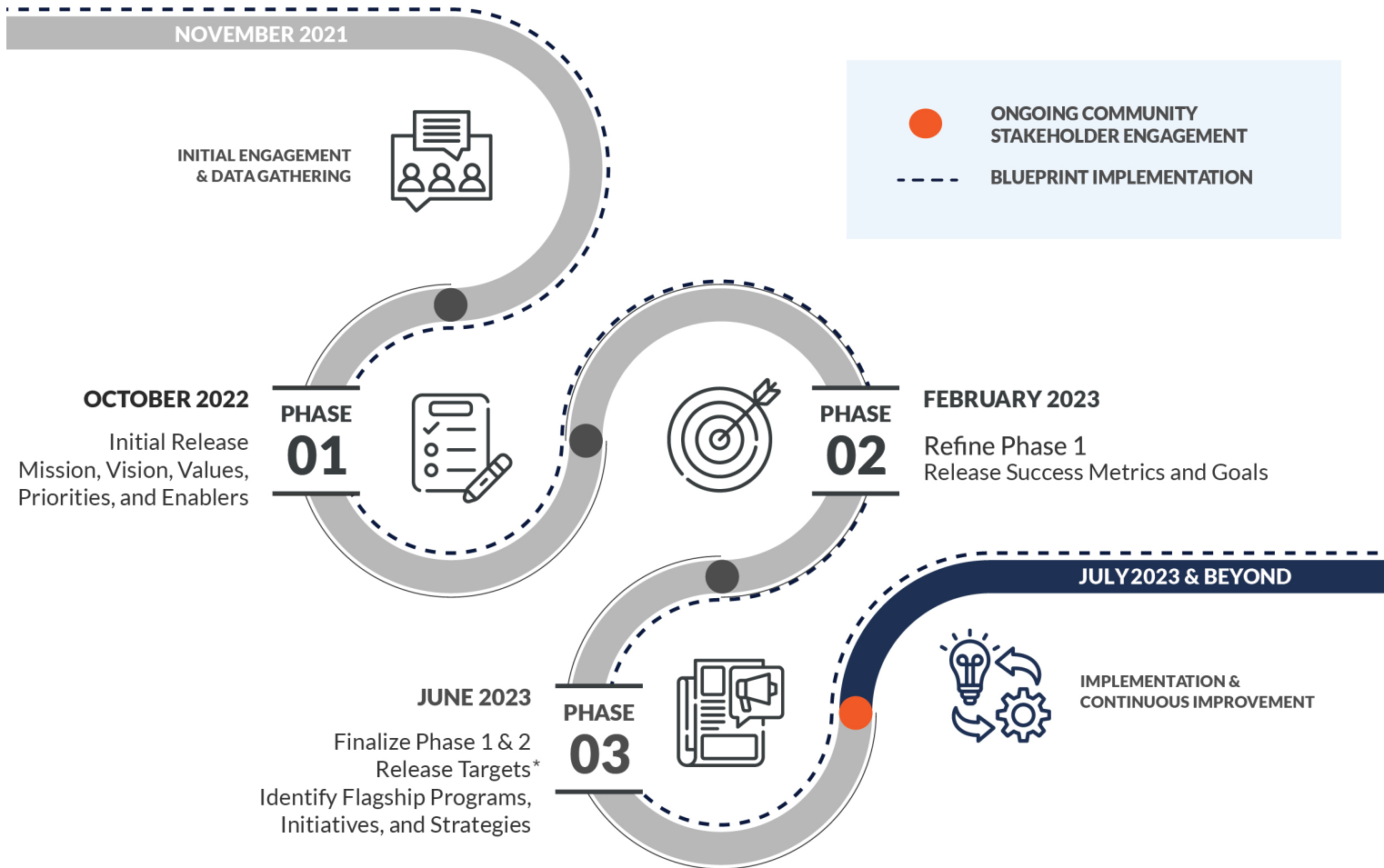
Presentation Outline

1. Strategic Plan Overview

2. Target-Setting Methodology

3. Baselines and Targets

Strategic Plan Overview and Timeline

Strategic Plan Timeline of Phases

NOVEMBER 2021

INITIAL ENGAGEMENT
& DATA GATHERING

● ONGOING COMMUNITY
STAKEHOLDER ENGAGEMENT

----- BLUEPRINT IMPLEMENTATION

OCTOBER 2022

PHASE
01

Initial Release
Mission, Vision, Values,
Priorities, and Enablers

FEBRUARY 2023

PHASE
02

Refine Phase 1
Release Success Metrics and Goals

JULY 2023 & BEYOND

IMPLEMENTATION &
CONTINUOUS IMPROVEMENT

JUNE 2023

PHASE
03

Finalize Phase 1 & 2
Release Targets*
Identify Flagship Programs,
Initiatives, and Strategies

*Final targets will be set by late Fall 2023 using the Spring 2023 Maryland Comprehensive Assessment Program results

The Strategic Plan, Maryland Transforms, was adopted by the Maryland State Board of Education on June 27, 2023, pending the final targets to be set utilizing Spring 2023 MCAP results. Target setting is crucial to the implementation process.

The implementation process of the Strategic Plan transforms the elements outlined in the plan into actionable steps.

The continuous improvement process ensures that the plan remains relevant and effective over time. Through a cycle of implementation, evaluation, and improvement, we can ensure that the Strategic Plan remains dynamic, responsive, and aligned with evolving needs.

Strategic Plan Targets Engagement and Alignment

To ensure local education agency awareness and understanding of the Strategic Plan, as well as to collect feedback, the draft targets have been shared with the following groups:

1. Public School Superintendents Association of Maryland (PSSAM) – January 19, 2024

2. Assistant Superintendents of Instruction/Chief Academic Officers – February 14, 2024

3. Local Accountability Coordinators (LACs) – February 20, 2024

At the State Board's February 27th meeting, the Board will review the alignment between:

• The Strategic Plan Goals

• The Accountability and Implementation Board's Blueprint Outcomes

• The Governor's Key Performance Indicators

Proposed Revisions to the Strategic Plan

To facilitate the communication of the Strategic Plan, MSDE proposes two revisions to the Strategic Plan:[1]

1. The term "Enablers" is changed to "Priorities" so that instead of the Strategic Plan consisting of four Priorities and four Enablers, there will be eight Priorities.

2. For Metrics that Span Multiple Priorities:

    o   The goal "Of a cohort of low-performing schools, increase in **average performance level** on MCAP ELA and math…" is changed to "Of a cohort of low-performing schools, increase in **achievement** on MCAP ELA and math"

    o   The goal "Following a cohort of students from grade 3 to 8, increase in **average performance level** on ELA and math on MCAP" is changed to "Following a cohort of students from grade 3 to 8, increase in average **achievement** on ELA and math on MCAP"

    o   Achievement will be measured using the percentage of students who are proficient.

1 As approved by the State Board in June 2023.

Target Setting Methodology

Strategic Plan Target Setting Methodology

- School year 2022-2023 is the baseline

- All targets are for school year 2025-2026 (i.e., three-year targets)

- To the extent possible, targets were set based on prior data

- 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, either:

    - the highest one-year growth was applied for three years

    - a target was calculated to halve the non-proficiency rate by 2032[1]

  - When prior data was not available or the trend was in decline but the baseline in 2023 already exceeded pre-pandemic rates, an ambitious but feasible target was set

1 This method is derived from Maryland's Every Student Succeeds Act plan and uses the same goal year of 2032. Targets are based on equal intervals of increases each year based on the 2023 baseline. https://www.marylandpublicschools.org/about/Documents/ESSA/MarylandSubmissionConsolidatedStatePlan052318rev.pdf
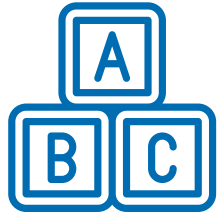
Baselines and Targets

Priority 1: Ready for Kindergarten

READY FOR KINDERGARTEN
All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.

BASELINE (2022-2023)

41.1%

GOAL

Increase in percentage of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment (KRA).

Target is based on extrapolation of the increase (4.8%) from 2022 to 2023.

TARGET (2025-2026)

55.4%

Priority 2: Ready to Read

READY TO READ

All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.

BASELINE (2022-2023)

48.0%

GOAL

Increase in percentage of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment.

Target is based on extrapolation of the increase (2.2%) from 2022 to 2023.

TARGET (2025-2026)

54.7%

Priority 3: Ready for High School

READY FOR HIGH SCHOOL

All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.

BASELINE (2022-2023)

46.8%

GOAL

Decrease in percentage of grade 8 students that met one or more of the following ABC indicators:

- Attendance: student was chronically absent in grade 6, 7, or 8
- Behavior: student received one or more out-of-school suspensions in grades 6-8
- Courses: student failed one or more ELA or math courses in grades 6-8

Target is based on the lowest pre-pandemic rate.

TARGET (2025-2026)

32.1%

Priority 4: Ready for College & Career

READY FOR COLLEGE & CAREER
All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

BASELINE (2023-2024)

Data on the new CCR Standard will be available Fall 2024

GOAL

Increase in percentage of high school graduates who met the state College and Career Readiness (CCR) standard and completed a CCR pathway.

TARGET (2025-2026)

TBD

Note: The State Board of Education adopted a new CCR standard in January 2023 to take effect starting in the 2023-2024 school year. The baseline and target will be calculated when data from the 2023-2024 school year is available.

Priority 6: High-quality Curricula & Systems For Intervention & Acceleration
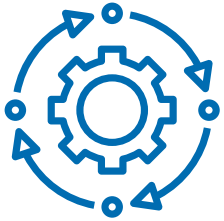
HIGH-QUALITY CURRICULA & SYSTEMS FOR INTERVENTION & ACCELERATION

Maryland's classrooms challenge, support, and inspire students. Therefore, our schools will be equipped with high-quality curricula, lessons, assessments, and systems for intervention and acceleration.
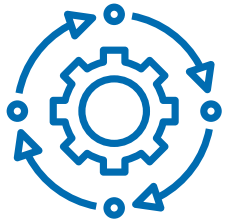
BASELINE

ERT visits begin in SY2023-24

GOAL

Increase in percentage of schools visited by Expert Review Teams that are rated as "Accomplishing with Continuous Improvement" in the "Curriculum and Instruction" and the "Integrated Multi-Tiered System of Supports" indicators.

A two-year target will be established when the baseline is determined.

TARGET (2025-2026)

TBD

Priority 7: Elevating the Teaching Profession

ELEVATING THE TEACHING PROFESSION

Maryland is elevating the stature of the teaching profession by: intentionally working to attract, recruit, and retain a highly qualified and diverse workforce; setting rigorous standards for educator preparation programs and induction; and implementing a career ladder system focused on development and growth opportunities for all educators.

BASELINES (2022-2023)

1) 43.3%
2) 76.5%
3) 2.5%

GOAL

1) Increase in percentage of new teachers of color as measured by the Fall Staff Collection report[1] (Target is based on data trend from 2011 to 2023.)
2) Increase in percentage of teachers retained over a 3-year period[2] (Target is based on data trend from 2014 to 2023.)
3) Increase in percentage of teachers eligible for the Teacher Leadership Track of the career ladder[3] (Target is based on data trend, 2019 to 2021.)

TARGETS (2025-2026)

1) 47.8%
2) 78.0%
3) 5.8%

[1] "New teachers" are identified as teachers with less than one year of experience. "Teachers of color" includes all teachers who do not identify as white. For comparison purposes, 67.1% of Maryland public school students did not identify as white in 2023.
[2] Retention is defined as returning as a teacher in any public school in Maryland.
[3] As measured by National Board Certification.

Priority 8: Supporting Students Socially & Emotionally
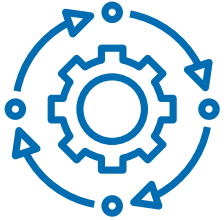
SUPPORTING STUDENTS SOCIALLY & EMOTIONALLY

Maryland is ensuring student success by supporting our students' social-emotional learning, health and wellness, and safety; enhancing school culture and climate; scaling high-quality wraparound supports and partnerships; and strengthening family and community engagement.

BASELINES (2022-2023)

Elementary: 55.3%
Middle: 5.3%
High: 6.4%

GOAL 1

Increase in percentage of schools perceived as having a favorable learning environment.[1]

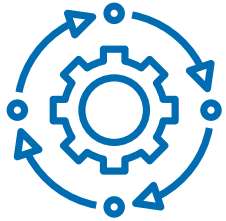Maryland School Survey topics include:
- Physical Safety, Emotional Safety, Bullying, Substance Abuse
- Instructional and Disciplinary Environment, Physical Environment
- Respect for Diversity, Participation and Engagement
- Student-Student Relationships, Student-Teacher Relationships

Targets are ambitious yet feasible.

TARGETS (2025-2026)

Elementary: 75.0%
Middle: 10.0%
High: 12.0%

1 As measured by student responses on the Maryland school survey

Priority 8: Supporting Students Socially & Emotionally

SUPPORTING STUDENTS SOCIALLY & EMOTIONALLY

Maryland is ensuring student success by supporting our students' social-emotional learning, health and wellness, and safety; enhancing school culture and climate; scaling high-quality wraparound supports and partnerships; and strengthening family and community engagement.

BASELINES (2022-2023)

Elementary: 1.5%
Middle: 10.5%
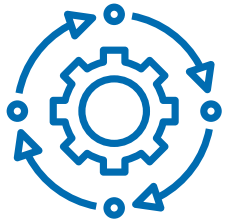High: 7.0%

GOAL 2

Decrease in suspension rate.[1]

Targets are based on the lowest pre-pandemic rates.

TARGETS (2025-2026)

Elementary: 1.1%
Middle: 7.9%
High: 5.9%

1 Includes in-school and out-of-school suspensions.

Metrics that span multiple priorities

LOW-PERFORMING SCHOOLS GOAL
Decrease in the percentage of schools that are re-identified as low-performing schools three (3) school years after initial identification.[1]

BASELINE

Percentage of 2019 CSI Low-Performing schools re-identified in 2023: 81%

TARGET

Percentage of 2023 CSI Low-Performing schools re-identified in 2026: 60%

[1] Low-performing is defined using the federal Comprehensive Support and Intervention school designation of the lowest 5% of Title I schools.
Note: 4 of 21 CSI Low-Performing schools from the 2019 cohort exited low-performing status after three years (5 additional schools closed). There are 27 CSI Low-Performing schools in the 2023 cohort.

Metrics that span multiple priorities
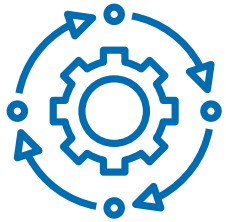
LOW-PERFORMING SCHOOLS GOAL[1]
Of a cohort of low-performing schools, increase in achievement on MCAP ELA and math.

ELA BASELINES (2022-2023)

Elementary: 9.4%
Middle: 14.4%
High: 17.8%

ELA TARGETS (2025-2026)

Elementary: 24.5%
Middle: 28.7%
High: 31.5%

MATH BASELINES (2022-2023)

Elementary: 3.6%
Middle: 2.0%
High: 2.8%
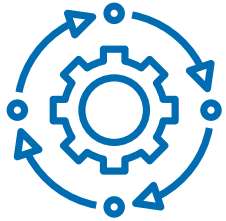
MATH TARGETS (2025-2026)

Elementary: 19.7%
Middle: 18.3%
High: 19.0%

Targets are based on cutting the non-proficiency rate in half by 2032.

[1] Low-performing is defined using the federal Comprehensive Support and Intervention school designation of the lowest 5% of Title I schools.
Note: There are only 2 CSI Low-Performing schools so the targets should be interpreted with caution.

Metrics that span multiple priorities

LOW-PERFORMING SCHOOLS GOAL 3
Of a cohort of low-performing schools, decrease in chronic absenteeism rates

Targets based on average of 2018 and 2019 CSI school rates.

BASELINES (2022-2023)
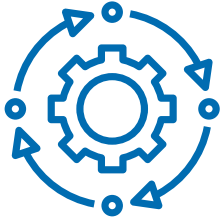
Elementary: 62.2%
Middle: 61.0%
High: 82.3%

TARGETS (2025-2026)

Elementary: 44.7%
Middle: 46.6%
High: 64.2%

Metrics that span multiple priorities

COHORT GOAL
Following a cohort of students from grade 3 to 8, increase in achievement in MCAP ELA and math[1]

BASELINES (2022-2023)

Grade 3
ELA: 47.9%
MATH: 40.3%

TARGETS (2025-2026)

Grade 6
ELA: 56.6%
MATH: 50.3%

BASELINES (2022-2023)

Grade 5
ELA: 41.7%
MATH: 27.4%

TARGETS (2025-2026)

Grade 8
ELA: 51.4%
MATH: 39.5%[2]

Targets are based on cutting the non-proficiency rate in half by 2032.

[1] To follow the same students over time, the baseline will be recalculated for prior years as students in the cohort move out of the state.
[2] Rate includes MCAP grade 8, Algebra I, Algebra II, and Geometry results.

Next Steps

- Each measure will be tracked each year as new data becomes available

- Targets and progress will be posted on the MSDE website

- Where appropriate, data will be disaggregated by:

    - LEA

    - School

    - Low-performing schools

    - Student groups, including

        - Race/ethnicity
        - Gender
        - Economically Disadvantaged
        - Students with Disabilities
        - English learners