

# AN ANALYSIS OF MARYLAND'S ESSA PLAN


This dashboard analyzes Maryland's plan under the Every Student Succeeds Act (ESSA), specifically its commitment to equity and excellence and its compliance with the law. This analysis is not all-encompassing but rather focuses on the indicators most essential for advancing equitable educational opportunities for all students. Maryland submitted its plan on September 18, 2017, and the U.S. Department of Education approved it on January 10, 2018. Full text is available at <https://www2.ed.gov/admins/lead/account/stateplan17/mdconsolidatedstateplanfinal.pdf>. View ESSA equity dashboards for other states at [www.all4ed.org/essa](http://www.all4ed.org/essa).

# ESSA EQUITY DASHBOARD


MARYLAND

## LONG-TERM GOALS


### Academic Achievement

 69.7% of students proficient in reading and 66.9% of students proficient in math by 2030


### Academic Achievement by Student Subgroup

 Reduce by half the percentage of students in each subgroup not proficient by 2030


### 4-Year Cohort High School Graduation Rate

 88.5% of students graduating by 2020

### Extended-Year Cohort High School Graduation Rate


 5-year cohort graduation rate goal of 89.8%

### English Language Proficiency


 Accounts for students' initial proficiency level in setting student goals with maximum of 6 years to attain proficiency

## SUPPORT AND INTERVENTION

### Definition of "Consistently Underperforming" Used to Identify Schools for Targeted Support

 Definition triggers identification if any student subgroup does not meet annual targets for 2 years on all indicators in accountability system

### High School Graduation Rate Used to Identify Schools for Comprehensive Support


 4-year cohort graduation rate

### NOTE


Maryland also has a long-term goal of 95% of all students, and every subgroup of students, graduating on undetermined timeline

## ACCOUNTABILITY


### Disaggregation of Student Subgroups

 Disaggregates subgroups by race, ethnicity, income, English language proficiency, and disability status


### N-Size

 10 students


### School Quality and Student Success (SQSS) Indicator

 Chronic absenteeism, **school climate** (survey tool in development), and access to and completion of well-rounded curriculum for all schools; 9th-grade on track and college and career readiness (includes percentage of high school students earning college credit, completing advanced degrees or industry certifications, passing Advanced Placement or International Baccalaureate exams, and scoring college- and career-ready on college entrance tests) for high schools


### High School Graduation Rate

 Gives 4-year cohort graduation rate twice as much weight as 5-year cohort graduation rate


### Weighting of Academic Indicators

 Minimum of 80% weight for all grades

### Testing Participation Rates

 No credit for untested students; unclear whether state requires schools that do not meet 95% participation requirement to take additional steps to improve participation

### Inclusion of Student Subgroup Performance

 Subgroups have no effect on school's summative rating, which is calculated on 5-star scale using performance of "all students" on accountability indicators

### NOTE

Maryland uses an N-size of 30 students for the graduation rate indicator.

### ! CONCERN

Unclear what "school climate" indicator will measure and whether it will be possible to disaggregate results by student subgroup

### NOTE

Maryland will determine and report an "equity gap" for each school based on student subgroup performance, but details are in development and results will not affect overall school ratings

**Note:** Some indicators do not apply to some states and do not appear in the analysis included on the front of this document. The Alliance for Excellent Education set the parameters associated with the green, yellow, and red designations.

## LONG-TERM GOALS

### Academic Achievement

- **Green:** 75% or more of all students proficient on statewide assessments by 2030 or equivalently rigorous goal
- **Yellow:** 60–74.9% of all students proficient by 2030 or 75% or more proficient by 2031–39 or equivalently rigorous goal
- **Red:** Less rigorous goals and/or longer timeline than 2040

### Academic Achievement by Student Subgroup

- **Green:** Same long-term goals for each subgroup or similarly ambitious commitment to closing achievement gaps
- **Yellow:** Less ambitious goals but requires higher rates of growth from lower-performing subgroups
- **Red:** Same or similar rates of academic growth for all subgroups

### 4-Year Cohort High School Graduation Rate

- **Green:** 90% or more of students graduating by 2030
- **Yellow:** 85–89.9% of students graduating by 2030 or 90% or more graduating by 2031–39
- **Red:** Less rigorous goals and/or longer timeline than 2040

### Extended-Year Cohort High School Graduation Rate

- **Green:** At least 3 percentage points higher than 4-year cohort rate goal or 1 percentage point higher if 4-year cohort rate goal is at least 90%
- **Yellow:** 1–2 percentage points higher than 4-year cohort rate goal
- **Red:** Goals are the same or state does not set goals for each cohort rate

### English Language Proficiency

- **Green:** Accounts for initial age/grade or proficiency level in setting student targets with maximum timeline of no more than 6 years to achieve proficiency
- **Yellow:** Accounts for initial age/grade or proficiency level with maximum timeline of 7 years to achieve proficiency
- **Red:** Does not account for initial age/grade or proficiency level and/or sets maximum timeline of 8 or more years to achieve proficiency

## ACCOUNTABILITY

### Disaggregation of Student Subgroups

- **Green:** State does not use super-subgroup or uses it only in addition to disaggregated subgroups for identifying schools for targeted support and improvement (TSI)
- **Red:** State uses super-subgroups instead of required subgroups for identifying schools for TSI

### N-Size

- **Green:** N-size for accountability of 10 or fewer students
- **Yellow:** N-size for accountability of 11–25 students
- **Red:** N-size for accountability of 26 or more students

### School Quality and Student Success (SQSS) Indicator

- **Green:** Research-based statewide SQSS measures that can be disaggregated by student subgroup
- **Yellow:** Inconclusive research to support SQSS measures or significant SQSS measures are in development but will be statewide and capable of disaggregation by student subgroup
- **Red:** SQSS measures lack research and/or are not statewide or capable of disaggregation by student subgroup

### High School Graduation Rate Indicator

- **Green:** Exclusively uses, or gives more weight to, 4-year cohort graduation rate
- **Yellow:** Uses 4- and extended-year cohort graduation rates and weights 4-year rate equally or less than other rates
- **Red:** Does not use 4-year cohort graduation rate or uses another unlawful graduation rate calculation

### Weighting of Academic Indicators

- **Green:** 75% or more weight on academic indicators including measures based on state tests, college and career readiness, and chronic absenteeism
- **Yellow:** 50–74% weight on academic indicators
- **Red:** Less than 50% weight on academic indicators

### Testing Participation Rates

- **Green:** No credit for untested students or similarly rigorous consequences
- **Yellow:** Less rigorous consequences that have limited implications for accountability
- **Red:** Does not specify consequences for untested students

### Inclusion of Student Subgroup Performance in School Ratings

- **Green:** Includes all ESSA subgroups in all school ratings or uses a decision rule to ensure ratings reflect ESSA student subgroups
- **Yellow:** Includes subgroups in all school ratings but does not include all ESSA subgroups or may obscure subgroup performance on school dashboards
- **Red:** Does not include all ESSA subgroups in all school ratings

## SUPPORT AND INTERVENTION

### Definition of “Consistently Underperforming” Used to Identify Schools for Targeted Support

- **Green:** Definition is meaningfully different from “additional targeted support” (ATS) and triggers identification based on low performance on a *subset* of indicators
- **Yellow:** Definition is meaningfully different from ATS and triggers identification based on low performance across *all* indicators
- **Red:** Definition is not meaningfully different from, or is narrower than, ATS or does not comply with ESSA

### High School Graduation Rate Used to Identify Schools for Comprehensive Support

- **Green:** Uses 4-year cohort graduation rate exclusively
- **Yellow:** Uses 5-year cohort graduation rate
- **Red:** Uses 6-year (or longer) cohort graduation rate