# Maryland Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Maryland uses a composite index to calculate annual summative ratings of 1 to 5 stars for all public schools and to identify schools for comprehensive and additional targeted support and improvement (CSI/ATS).
- Maryland measures "completion of a well-rounded curriculum," including passing courses in mathematics, English language arts (ELA), social studies, science, fine arts, physical education, and health.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

### Annual Meaningful Differentiation

☑ **Annual summative rating** (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)

☐ **Data dashboard only** (CSI/TSI schools identification only)

**Summative Ratings**

1 to 5 (highest) stars

| Accountability Measures | | Included in Accountability |
|---|---|---|
| **Academic** | | |
| | Achievement status | ✔ |
| | Achievement growth | ✔ |
| GAP | Achievement gap | |
| ELP | English language proficiency/progress | ✔ |
| | 4-year graduation rate | ✔ |
| EAR | Early learning | |
| WRE | Well-rounded education | ✔ |
| **Persistence** | | |
| EXT | Extended-year graduation rate(s) | ✔ |
| OTG | On-track to graduation | ✔ |
| | Dropout rate | |
| **College and career readiness** | | |
| COL | College enrollment | |
| ADV | Advanced coursework or sequence | ✔ |
| CPT | College placement test(s) | |
| CTE | Career and technical education or work-based learning | ✔ |
| **Readiness to learn** | | |
| CFL | Conditions for learning/school climate | ✔ |
| SEL | Social-emotional learning | |
| CHR | Chronic absenteeism | ✔ |

*Note*: CSI=comprehensive support and improvement; TSI=targeted support and improvement

### Student Groups for Accountability Determinations
(*N* = 10, *N* = 30 for graduation rate)

**Major racial/ethnic subgroups**

American Indian/Alaskan Native
Asian
Black/African American
Hispanic/Latino of any race
Native Hawaiian or Other Pacific Islander
Two or more races
White

**Other required subgroups**

Economically disadvantaged
Students with disabilities
English learners

**Nonrequired subgroups**

Gifted and talented (after 2017–18)

### Subjects Used for Accountability

| Subject | | Status | Growth |
|---|---|---|---|
| | Math | ✔ | ✔ |
| | Reading/English language arts (ELA) | ✔ | ✔ |
| | Writing | | |
| | Science | ✔ | |
| | Social studies | | |
| | Other | | |

# Annual Differentiation System

Maryland uses the following composite index to calculate annual summative ratings of 1 to 5 stars for all public schools and to identify schools for CSI/ATS (see also "School Improvement Categories").

**Maryland Composite Index for Determination of Summative Ratings and CSI/ATS Schools, 2017–18 School Year**

| ESSA Indicator | | State Measure | Measure Weightings | |
|---|---|---|---|---|
| | | | Elementary/Middle Schools | High Schools |
| | Academic achievement | Achievement composite (math, ELA) | 20% | 20% |
| | Other academic | Student growth (median SGP for math, ELA) | 25% | -- |
| | | Credit for completion well-rounded curriculum | 10% | -- |
| | Graduation rate | Graduation composite | -- | 15% |
| ELP | English language proficiency progress | On-track to ELP | 10% | 10% |
| **Academic indicators subtotal** | | | **65%** | **45%** |
| SQSS | School quality or student success | Chronic absenteeism | 15% | 15% |
| | | School climate | 10% | 10% |
| | | Access to well-rounded curriculum | 10% | 10% |
| | | On-track in Grade 9 | -- | 10% |
| | | Credit for completion well-rounded curriculum | -- | 10% |
| **SQSS indicator subtotal** | | | **35%** | **55%** |
| **Total** | | | **100%** | **100%** |

*Note* 1: ELA=English language arts; SGP=student growth percentile

*Note* 2: Maryland includes the "On-track in Grade 9" measure as a discrete indicator in its original ESSA plan submission. It is grouped with the SQSS indicator here consistent with previous federal interpretation and for cross-state comparison of the SQSS indicator.

# Accountability Measure Descriptions

| ESSA Indicator | State Measure | Description |
|---|---|---|
| Academic achievement | Achievement composite (weighted equally across ELA, math) | Gives equal weighting to 2 measures:<br>• Proficiency (percentage of students scoring at the performance level consistent with grade-level proficiency or higher on annual statewide assessments)<br>• Average performance level (value 1–5) on statewide assessments |
| | *Participation rate inclusion* | The denominator of the calculation is either the actual number of participating students or 95% of enrolled students, whichever is higher. |
| Other academic | Student growth (ELA, math) | Student growth percentile that ranks year-to-year change in annual statewide ELP assessment results for each participating student. The final score is the median SGP. |
| Graduation rate | Graduation composite | Combined graduation rate with the following weightings:<br>• 4-year graduation rate (10%)<br>• 5-year graduation rate (5%)<br><br>Each rate is the percentage of students within an adjusted cohort who graduate within 4 or 5 years, respectively, with a regular high school diploma. |
| ELP  English language proficiency progress | On-track to ELP | Percentage of students meeting annual individual targets for sufficient progress towards ELP within a state-determined number of years, based on State ELP test results. |
| SQSS  School quality or student success | Chronic absenteeism | Number of students absent 10% or more of school days. |
| | School climate | Survey results across students, educators, and parents. Includes at least 1 item, per state statute, for teachers regarding their "receipt of critical instructional feedback" |
| | On-track in Grade 9 | Percentage of Grade 9 students receiving at least 4 credits in any of ELA, math, science, social studies, and world language. |
| | Access to a well-rounded curriculum | For elementary and middle schools, percentage enrollment in science, social studies, fine arts, physical education, health, and/or computational learning.<br><br>For high schools, percentage enrollment in Advanced Placement, International Baccalaureate, or dual enrollment coursework and/or career and technical education concentration. |
| | Credit for completion of a well-rounded curriculum | For elementary and middle schools, percentage:<br>• Proficient on statewide science assessments, or<br>• Passing various courses including mathematics, ELA, social studies, science, fine arts, physical education, and health. |

*Note*: ELA=English language arts; SGP=student growth percentile

# School Improvement Categories

| | Comprehensive Support and Improvement (CSI) Schools | Targeted Support and Improvement (TSI) Schools | Additional Targeted Support (ATS) Schools |
|---|---|---|---|
| Identification criteria | <ul><li>Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score</li><li>Low graduation rate school: 4-year graduation rate less than 67%</li><li>Chronically underperforming subgroup (i.e., 3 years failure to exit TSI status)</li></ul> | Any school with consistently underperforming subgroup based on failure to meet state-determined goals across all accountability indicators, for 2 consecutive years | Any school with subgroup index score below threshold for state's identification of bottom 5% of Title I schools based on all students |
| First year and frequency of identification | <ul><li>2018–19 for low-performing and low graduation rate schools and every 3 years thereafter</li><li>2021–22 for chronically underperforming subgroups and every 3 years thereafter</li></ul> | 2019–20 and annually thereafter | 2018–19 and every 3 years thereafter |
| Years of improvement to exit status | 2 consecutive years of improvement required to exit CSI status | States are not required to determine exit criteria for consistently underperforming subgroups | 2 consecutive years of improvement required to exit ATS status |

# Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

| State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA | | Year of Student Enrollment | | |
|---|---|---|---|---|
| | | Year 1 | Year 2 | Year 3 |
| 1 | ✔ | Exempt all recent ELs from ELA/reading statewide testing | Test new ELs and include proficiency scores in accountability for all statewide tests for the first time | Test ELs and include proficiency and growth in accountability |
| 2 | | Test all recent ELs in ELA/reading but exclude from accountability | Test ELs and include achievement growth scores in accountability for all statewide tests for the first time | Test ELs and include proficiency and growth in accountability |
| 3 | | Uniform procedure for assigning individual ELs to either Option 1 or Option 2 | | |