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**TO:** Members of the State Board of Education

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

**DATE:** May 16, 2024

**SUBJECT:** Alignment of Education Plan Metrics and Proposed Targets

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### **Purpose**

The purpose of this item is to provide a briefing to the State 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 eleven months, three state education plans have been released. The Maryland State Board of Education 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**

To examine the alignment of the metrics in the three plans, MSDE analyzed a crosswalk to identify any metrics which are aligned to another plan as well as any metrics in which there are no corresponding metrics in the other plans. The analysis identified nine areas in which there was strong alignment between at least two of the three plans, with all three of the plans including metrics aligned to four of the nine areas. This information was shared with state board members during the February 27, 2024, joint meeting of the State Board and the Accountability and Implementation Board. Since that time, MSDE and AIB staff have met weekly to identify proposed targets based on the identified alignment of education plan metrics.

### **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**

Gov\_SP\_AIB\_metrics\_targets.pptx

Gov\_SP\_AIB\_metrics\_targets.pdf



# Alignment of Education Plan Metrics – Working Draft: Combining between AIB and MSDE

May 16, 2024



Presented By | Geoff Sanderson, Deputy State Superintendent of Accountability, MSDE  
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## Overview of Education Plans

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

Plan	Release Date	Terminology	Number of Items
Moore-Miller State Plan	February 2024	Key Performance Indicators (KPI)	11
MSBE/MSDE Strategic Plan	June 2023	Goals	18
AIB Implementation Plan	August 2023	Outcomes, Outputs	60

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/1PsYQGhId5Qwk7PgK2cEubr68SSKrG5dH/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
- College and Career Readiness
- Workforce Diversity
- Workforce Retention
- Career Ladder
- Attendance, Behavior, and Courses (ABCs)
- Chronic Absenteeism
- Student Support Personnel

# Early Childhood Education

Plan	Source	Metric
Moore-Miller State Plan	KPI 1	Percent of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment (KRA)
MSBE/MSDE Strategic Plan	Priority 1	Increase in percentage of kindergarten students scoring at the Demonstrating Readiness level on the Kindergarten Readiness Assessment
AIB Implementation Plan	Pillar 1	Percentage of students served by public and private pre-K providers who demonstrate they are prepared for kindergarten (including social and physical development)
Combined		Percent of kindergarten students demonstrating readiness on a kindergarten readiness assessment

# Literacy

Plan	Source	Metric
Moore-Miller State Plan	KPI 2	Percent of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment
MSBE/MSDE Strategic Plan	Priority 2	Increase in percentage of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment
AIB Implementation Plan	Pillar 3	Percentage of students demonstrating grade-level proficiency in ELA and math at key points in a student's academic experience
Combined		Percent of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment

# College and Career Readiness (CCR)

Plan	Source	Metric
Moore-Miller State Plan	n/a	Increase in percentage of high school graduates who met the state College and Career Readiness (CCR) standard and completed a CCR pathway
MSBE/MSDE Strategic Plan	Priority 4	Increase in percentage of high school graduates who met the state College and Career Readiness (CCR) standard and completed a CCR pathway
AIB Implementation Plan	Pillar 3	<ol style="list-style-type: none"> <li>1. Percentage of high school students who have completed a post-CCR pathway</li> <li>2. Percentage of high school students who have participated in a post-CCR pathway(s)</li> <li>3. Percentage of Maryland students who meet the CCR standard in ELA and math by the end of grades 10, 11, and 12</li> <li>4. Percentage of Maryland high school graduates who meet the CCR standard in ELA and math</li> <li>5. Percentage of LEAs offering a pre-K-12 instructional system fully aligned to the CCR standard</li> <li>6. Percentage of students that are assessed for meeting the CCR standard before the end of 10th grade</li> </ol>
Combined		<ol style="list-style-type: none"> <li>1. Percentage of Maryland students who met the CCR standard by the end of 10th grade</li> <li>2. Percentage of Maryland students who met the CCR standard before high school graduation</li> <li>3. Percentage of high school students who have completed a post-CCR pathway</li> </ol>

# Workforce Diversity

Plan	Source	Metric
Moore-Miller State Plan	KPI 3	Percent of new teachers of color as measured by the Fall Staff Collection report
MSBE/MSDE Strategic Plan	Priority 7	Increase in percentage of new teachers of color as measured by the Fall Staff Collection Report
AIB Implementation Plan	Pillar 2	Diversity of newly hired Maryland teachers compared to the diversity of the Maryland student population at State and local levels
Combined		Percent of new teachers of color as measured by the Fall Staff Collection report



# Workforce Retention

Plan	Source	Metric
Moore-Miller State Plan	KPI 4	Percent of teachers retained over a 3-year period
MSBE/MSDE Strategic Plan	Priority 7	Increase in percentage of teachers retained over a 3-year period
AIB Implementation Plan	Pillar 2	Retention of teachers who are still teaching in the classroom a portion of their time in Maryland pre-K-12 schools for five or more years
Combined		<ol style="list-style-type: none"> <li>1. Percent of teachers retained over a 3-year period</li> <li>2. Percent of new teachers retained over a 3-year period</li> </ol>

## Career Ladder

Plan	Source	Metric
Moore-Miller State Plan	n/a	Increase in percentage of teachers eligible for the Teacher Leadership Track of the career ladder
MSBE/MSDE Strategic Plan	Priority 7	Increase in percentage of teachers eligible for the Teacher Leadership Track of the career ladder
AIB Implementation Plan	Pillar 2	<ol style="list-style-type: none"> <li>1. Percentage of teachers participating in the career ladder.</li> <li>2. Number of LEAs that have adopted and implemented career ladders that include role descriptions for teachers on the career ladder and aligned policies that include time, supports, and incentives to collaborate, mentor, share expertise, and support students</li> <li>3. Percentage of LEA teacher evaluation systems aligned with the career ladder</li> </ol>
Combined		Percentage of teachers participating at each level on the career ladder.

# Chronic Absenteeism

Plan	Source	Metric
Moore-Miller State Plan	n/a	n/a Number of children chronically absent
MSBE/MSDE Strategic Plan	Other	Of a cohort of low-performing schools, decrease in chronic absenteeism rates
AIB Implementation Plan	Pillar 4	Rate of chronic absenteeism in community schools, in non-community schools and in all schools
Combined		Rate of chronic absenteeism in all schools

## Student Support Personnel

Plan	Source	Metric
Moore-Miller State Plan	KPI 5	Percent of schools with one or more school psychologists, mental health professionals, etc.
MSBE/MSDE Strategic Plan	n/a	n/a*
AIB Implementation Plan	Pillar 4	Counselor-student ratios in schools
Combined		Student – [SSP] ratios (broken out by specific role)

\*Note: Priority 8 of the Strategic Plan, “Supporting Students Socially and Emotionally,” includes two goals of student outcomes:

- 1) increase in percentage of schools perceived as having a favorable learning environment<sup>1</sup>
- 2) decrease in suspension rates

<sup>1</sup> As measured by the annual Maryland school survey

# Strategic Plan Target Setting Methodology

- Targets were calculated 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 narrow the gap (i.e., halve the non-proficiency rate by 2032<sup>1</sup>)
  - 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

<sup>1</sup> 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>



## Combined Metrics Goals

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)
Literacy	Percent of grade 3 students scoring at or above Proficient on the Grade 3 English Language Arts (ELA) assessment	60% by SY 2026 (12 pp growth over three years, 4 pp per year)
College and Career Readiness	<ol style="list-style-type: none"> <li>1. Percentage of Maryland students who met the CCR standard by the end of 10th grade</li> <li>2. Percentage of Maryland students who met the CCR standard before high school graduation</li> <li>3. Percentage of high school students who have completed a post-CCR pathway</li> </ol>	Wait to set target (need baseline data)
Workforce Diversity	<ol style="list-style-type: none"> <li>1. Percent of new teachers of color as measured by the Fall Staff Collection report</li> <li>2. Percent of teachers of color retained over a 3-year period</li> </ol>	<ol style="list-style-type: none"> <li>1. Percent of new teachers of color: 52% by SY 2026 (3 pp increase per year)</li> <li>2. Percent of teachers of color retained over a 3-year period: 75% by SY 2026 (5 pp increase over 3 years)</li> </ol>
Workforce Retention	<ol style="list-style-type: none"> <li>1. Percent of teachers retained over a 3-year period</li> <li>2. Percent of new teachers retained over a 3-year period</li> </ol>	<ol style="list-style-type: none"> <li>1. Percent of teachers retained over a 3-year period: 78.0% by SY 2026 (4.3 pp increase over 3 years)</li> <li>2. Percent of new teachers retained over a 3-year period: 68.5% (5 pp increase over 3 years)</li> </ol>

## Combined Metrics Goals

Area	Combined Metric(s)	Proposed Target(s)
Career Ladder	Percentage of teachers participating at each level on the career ladder	Wait to set target (need baseline data)
Chronic Absenteeism	Rate of chronic absenteeism in all schools	19.5% by SY 2026 (10 pp decrease over 3 years)
Student Support Personnel	Statewide ratio of students to school counselors Percent of schools that staff one or more school mental health professionals (disaggregated by school type)? Student – [SSP] ratio (broken out by specific role)	Student/Counselor Ratio–290:1 by SY 2026 (current ratio 307:1)
Mathematics*	Percent of grade 5 students scoring at or above Proficient on the Grade 5 Mathematics assessment	42% by SY 2026 (15 pp growth over three years, 5 pp per year)

\*Note: Mathematics did not have a specific grade level metric/target in any plan but is being recommended for consideration.

Questions?