

Maryland Report Card Framework 2022-2023

Board of Education Presentation
December 18, 2023

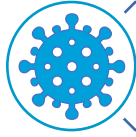
Maryland Report Card Framework



The Maryland Report Card framework is a combination of federal and state law to provide states some flexibility around the metrics used to measure a public school.



The initial framework began with 2017-18 school year data.



2019-20 and 2020-21 data were not calculated due to the pandemic, which necessitated 2021-2022 adjustments.



Metrics include academic and non-academic measures.



Maryland rates each school from 1 to 5 stars. The stars are determined by the overall percentage of points earned.



School and system results are available now at mdreportcard.org.

MD Report Card Framework: A “New Baseline”

Fewer schools earn top ratings on 2023 Maryland School Report Card

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Updated: 4:49 PM EST Dec 13, 2023

<https://www.wbaltv.com/article/school-star-ratings-2023-maryland-school-report-card/46107969#>

This year is a new baseline year for the data after the state changed the calculation of school ratings. There are three changes to the calculations this year, the include:

- New eighth-grade social studies assessments under the academic progress indicator for middle schools.
- The academic growth measure for elementary and middle schools.
- How chronic absenteeism is measured at all school levels.

Data from 2021-22 and 2022-23 is problematic to compare due to calculation methodology change.

Academic Measures (65%)

**Academic
Achievement**

Academic Progress

REVISED

**English Language
Proficiency**

**Graduation Rates
(high schools)**

**Readiness for
Postsecondary
Success (high
schools)**



REVISED

MSDE has
changed the
criteria for this
measure.

Non-Academic Measures (35%)

**Chronic
Absenteeism**

REVISED

**Climate survey
for students
and educators**

**Access to a
well-rounded
curriculum**

REVISED

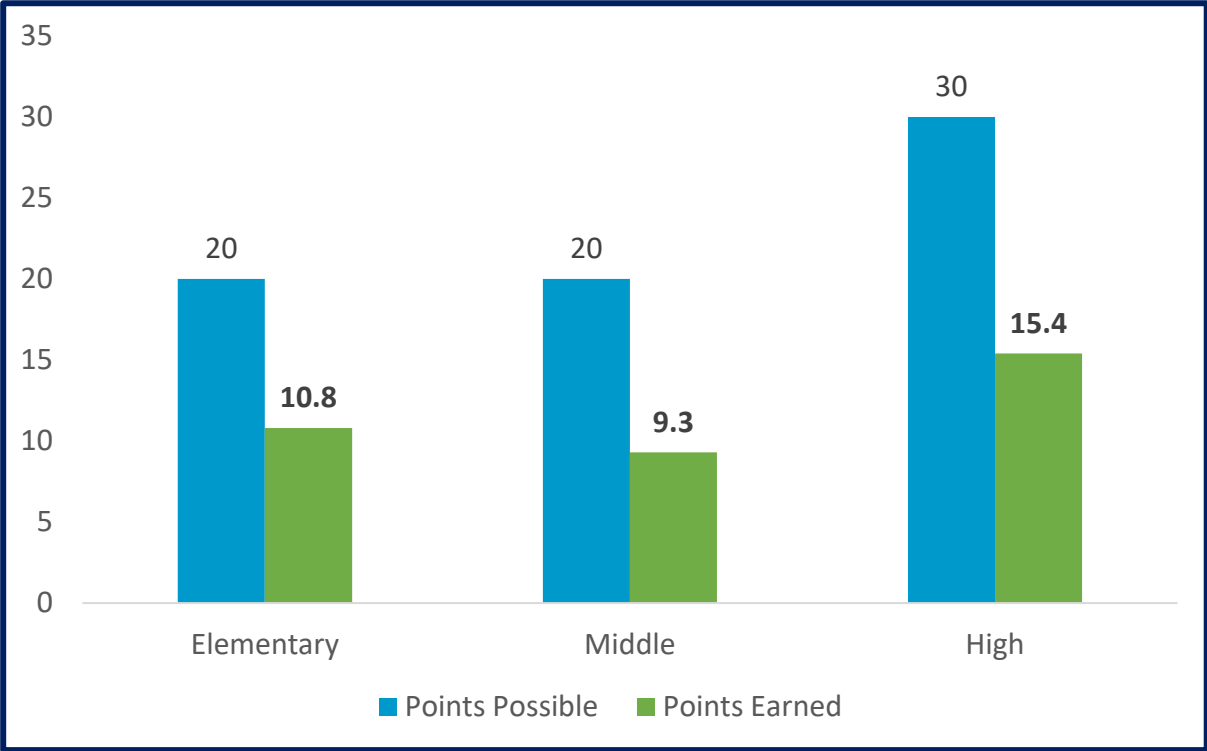


REVISED

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Academic Measures

Academic Achievement



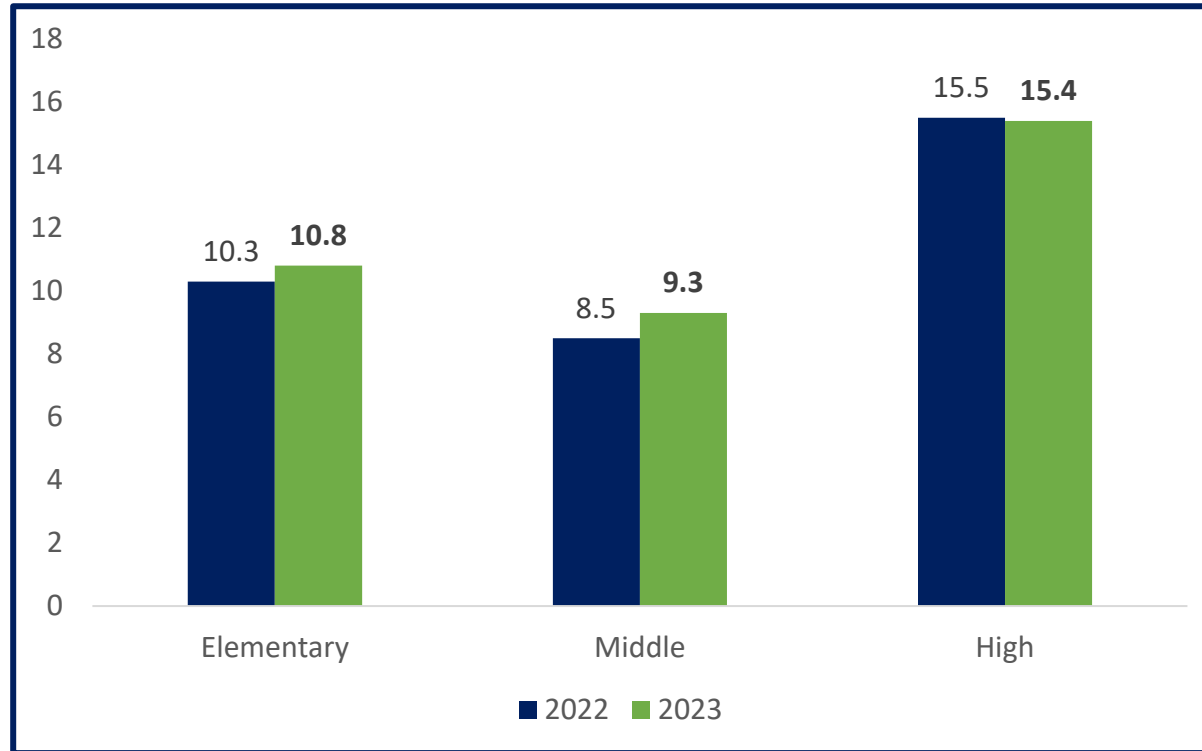
- ❖ Proficiency on MCAP in English/Language Arts Literacy and Mathematics.
- ❖ Average Performance Level achieved in each school.

Note

In order to achieve all possible points, every student in the county would need to score at the highest level, a performance level 4 (distinguished).

Academic Measures: **By Year**

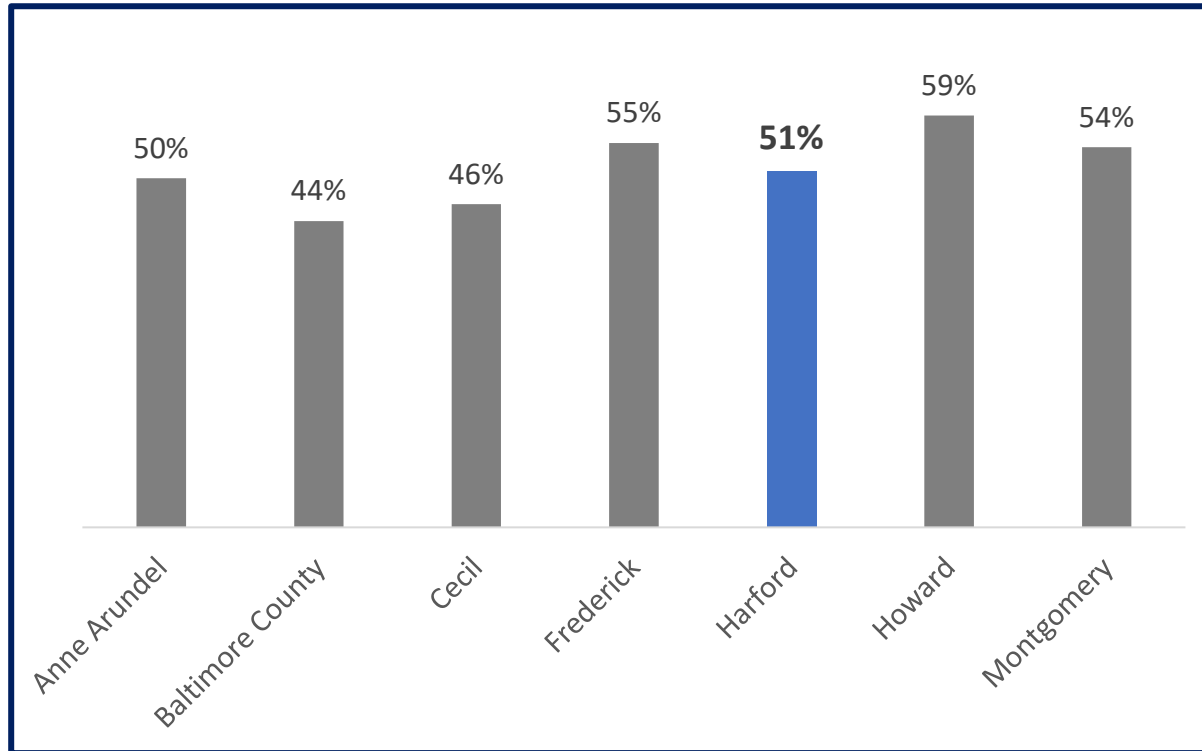
Academic Achievement



- ❖ Proficiency on MCAP in English/Language Arts Literacy and Mathematics.
- ❖ Average Performance Level achieved in each school.

Academic Measures: **County Comparison**

Academic Achievement



This graph demonstrates the percentage of points earned for this metric by county.

- ❖ Proficiency on MCAP in English/Language Arts Literacy and Mathematics.
- ❖ Average Performance Level achieved in each school.

Academic Measures

Academic Progress

REVISED

MSDE has changed the criteria for this measure.



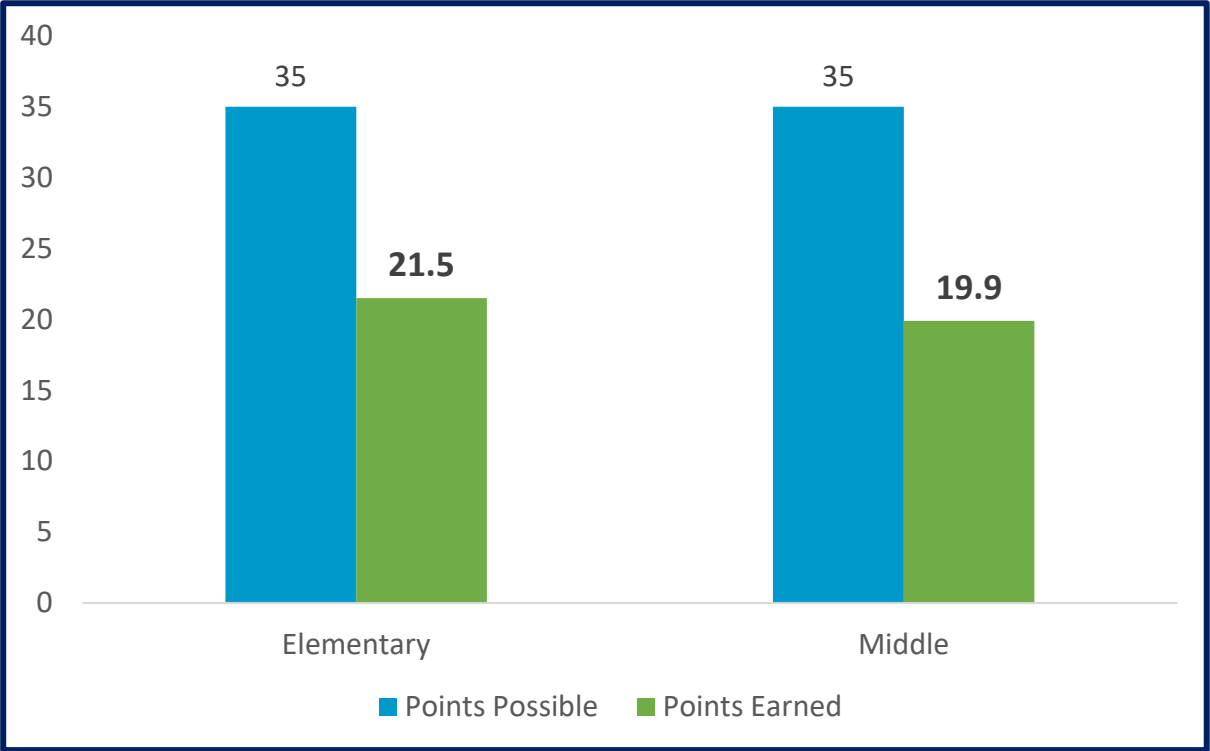
“New Baseline”

Student growth in 2022 was calculated by the change in proficiency levels from fall to spring testing in this school year.

For 2023, student growth was calculated based on the change of scale scores from spring 2022 to spring 2023.

Academic Measures

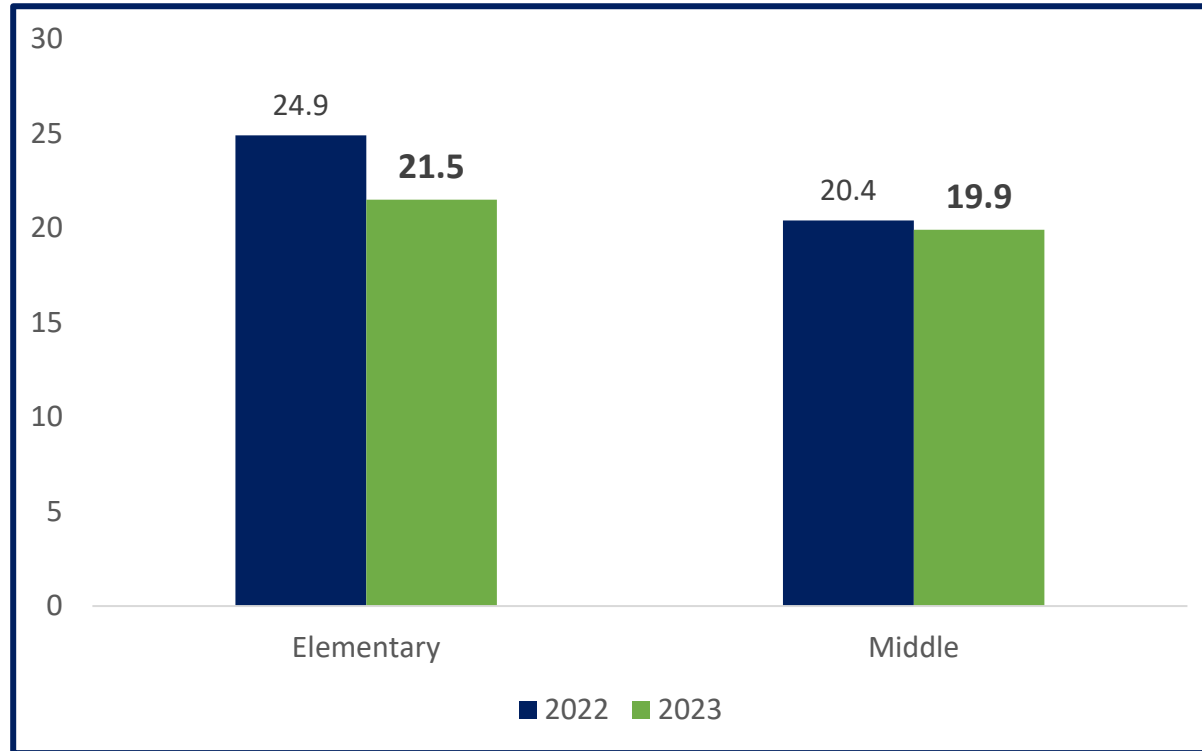
Academic Progress



- ❖ Increase in scale score points for each student who participates in the MCAP ELA and mathematics assessments for two years in a row.
- ❖ Credit for a well-rounded curriculum.
- ❖ Maryland Integrated Science Assessment proficiency results for grades 5 and 8.

Academic Measures: **By Year**

Academic Progress

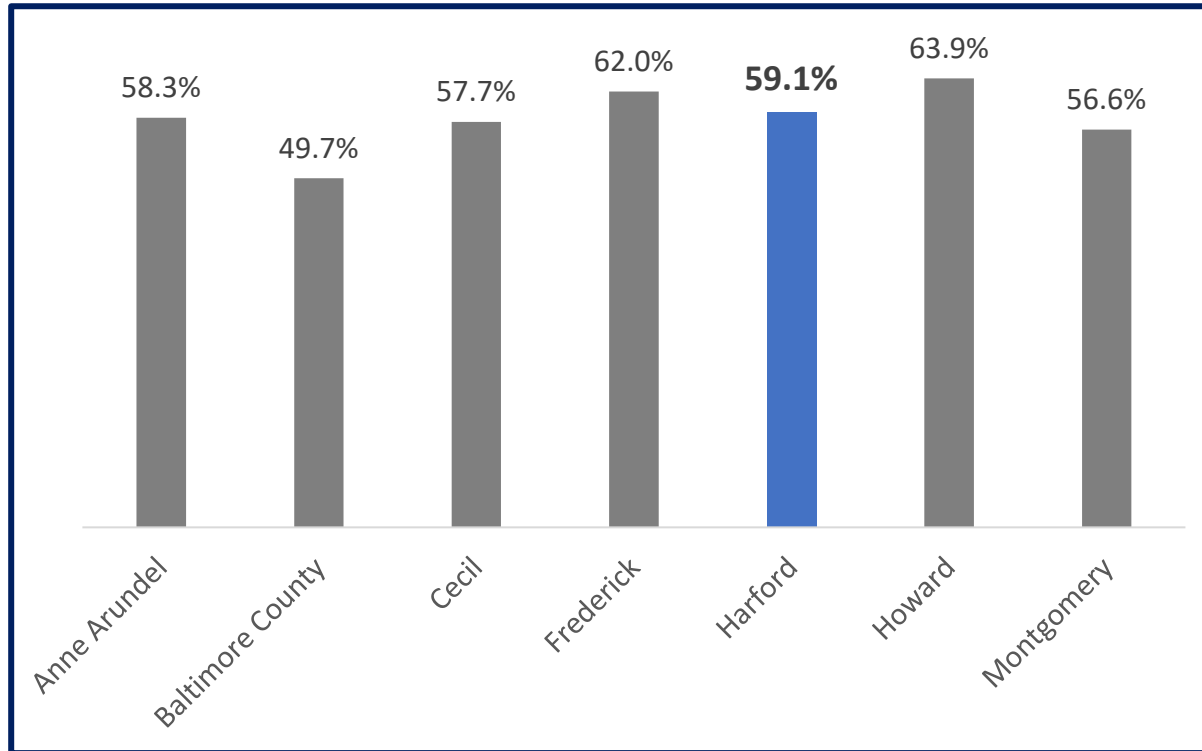


Data from 2021-22 and 2022-23 is problematic to compare due to calculation methodology change.

“New Baseline”

Academic Measures: **County Comparison**

Academic Progress

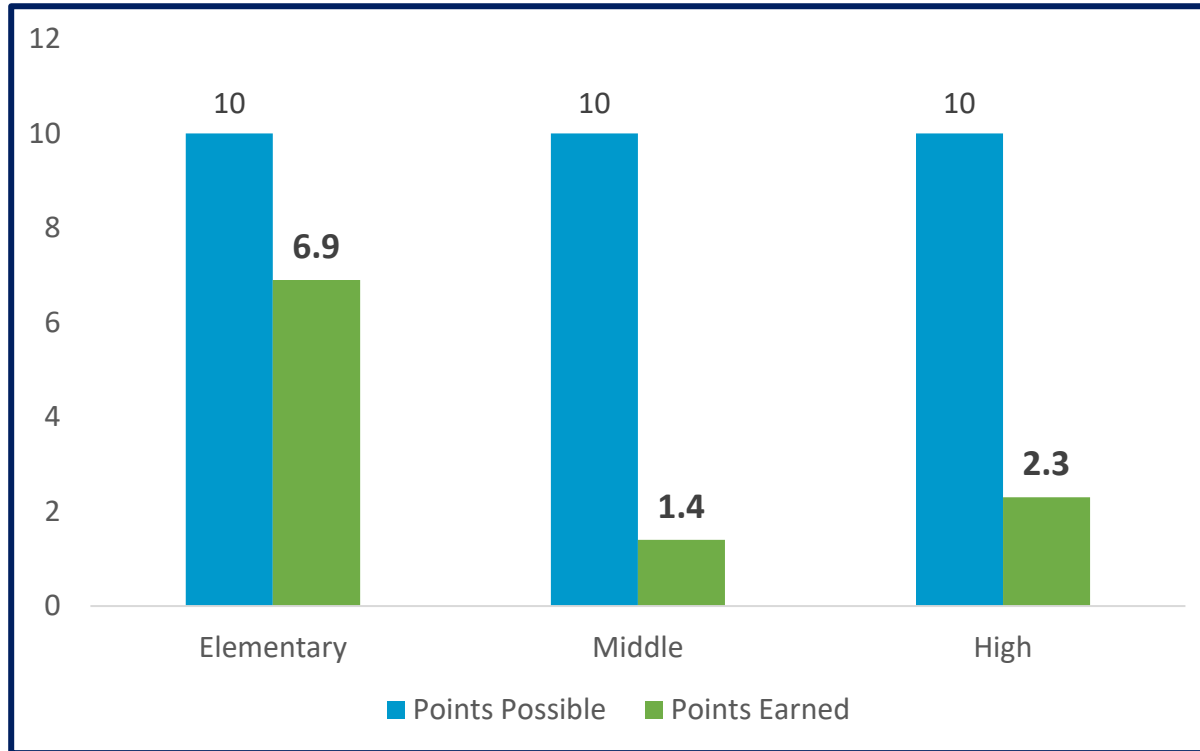


This graph demonstrates the percentage of points earned for this metric by county.

- ❖ Increase in scale score points for each student who participates in the MCAP ELA and mathematics assessments for two years in a row.
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Academic Measures

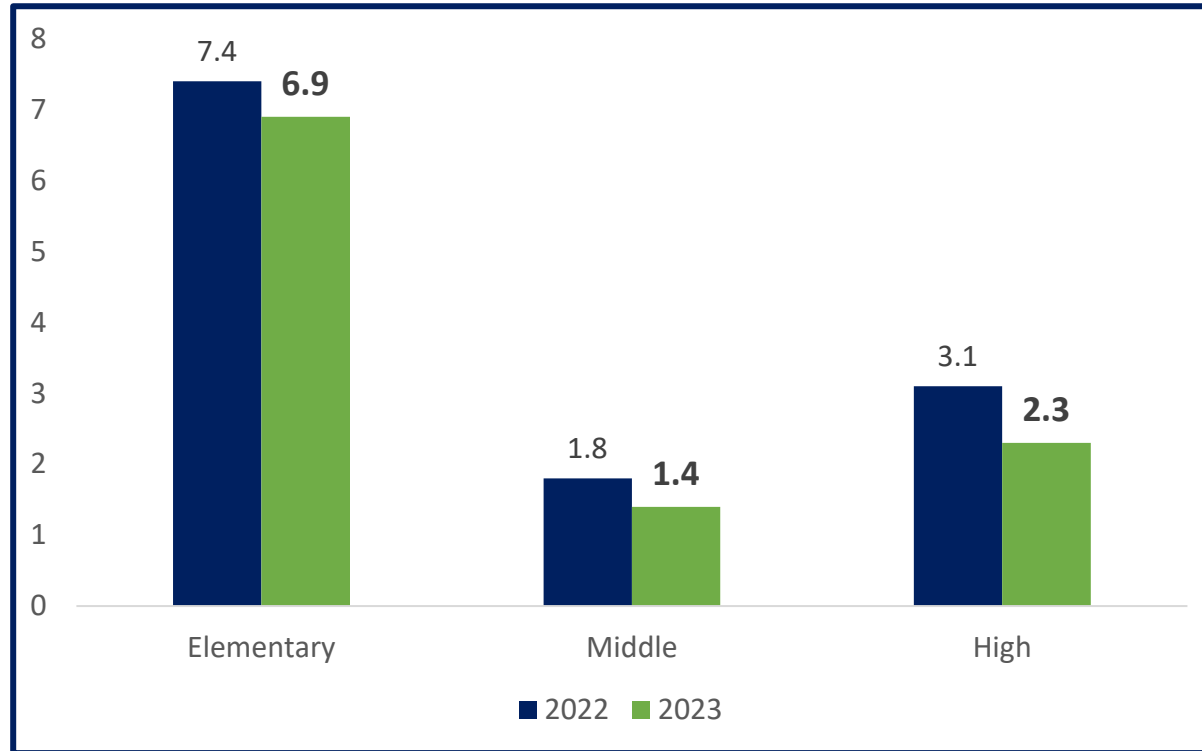
English Language Proficiency



❖ The measure of English Language students meeting proficiency or growth targets on the W-Access assessment.

Academic Measures: **By Year**

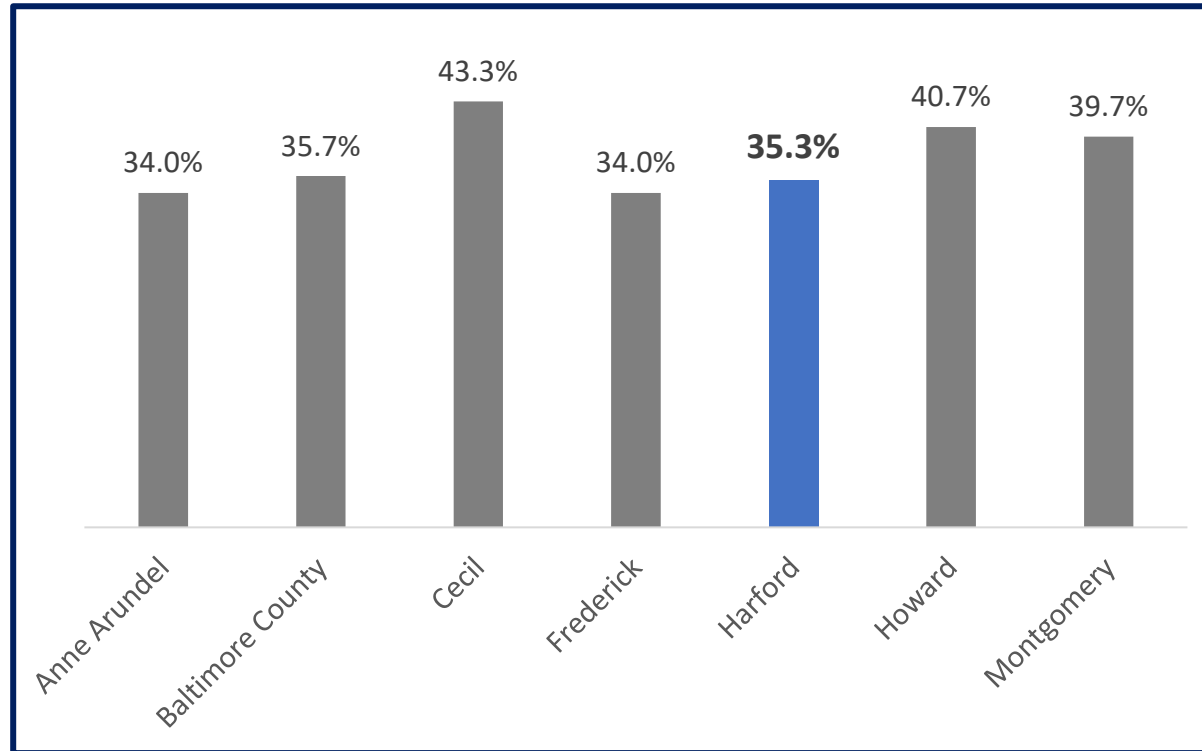
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Academic Measures: County Comparison

English Language Proficiency

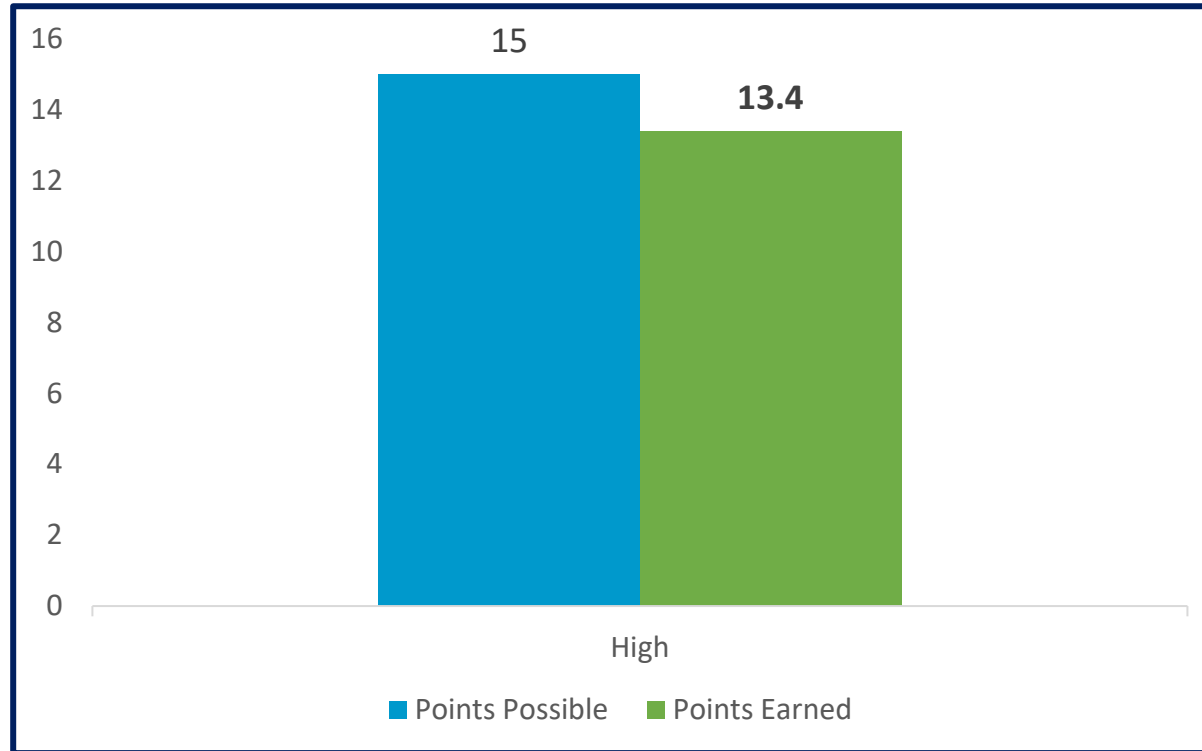


This graph demonstrates the percentage of points earned for this metric by county.

❖ The measure of English Language students meeting proficiency or growth targets on the W-ACCESS assessment.

Academic Measures

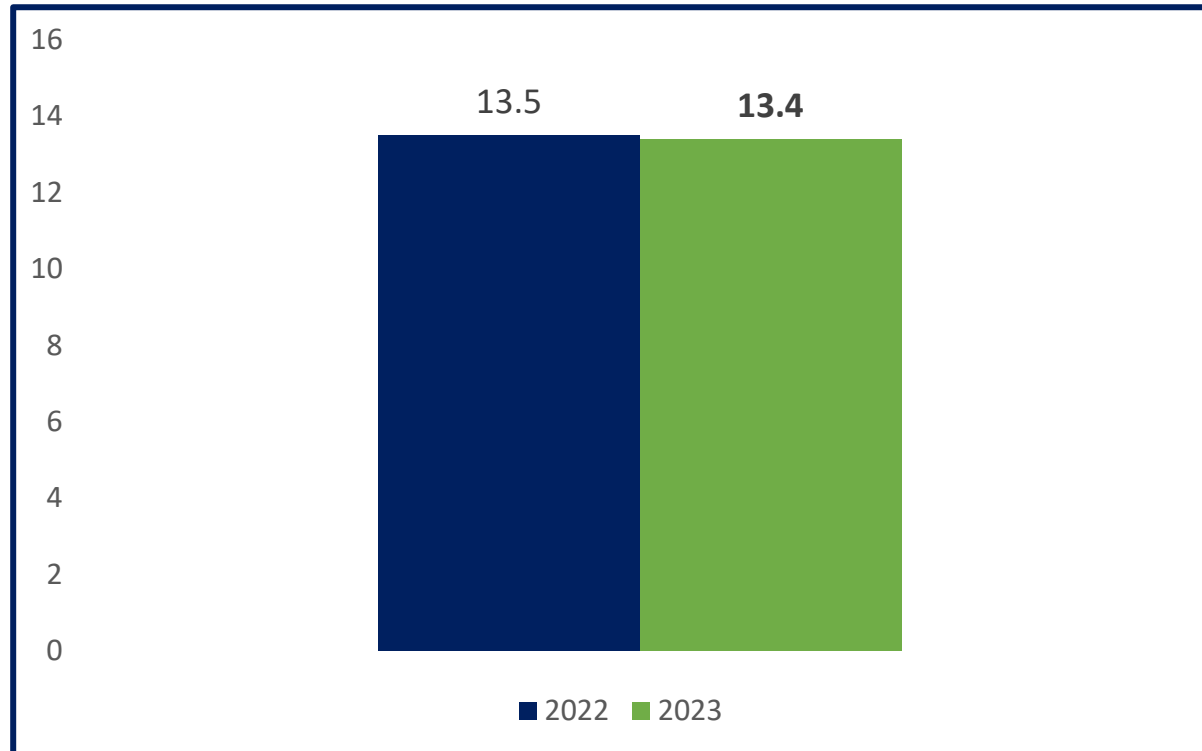
Graduation Rates



- ❖ The percentage of students graduating in four and five years from high school.

Academic Measures: **By Year**

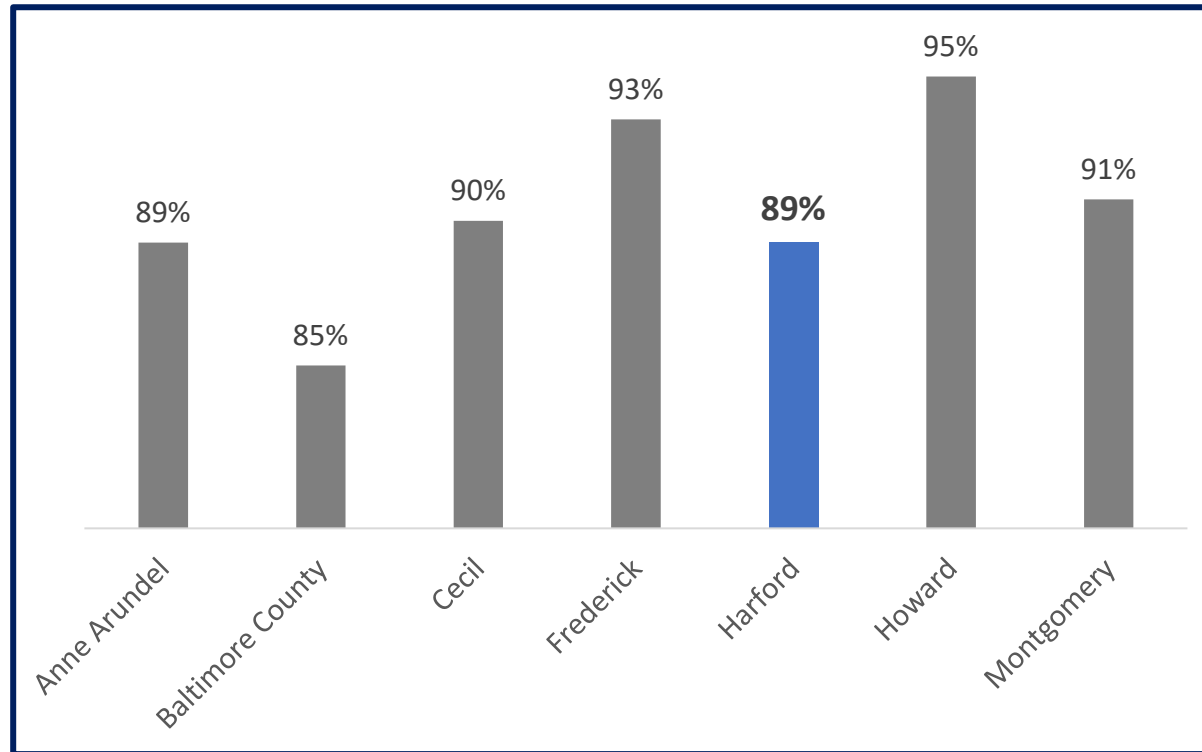
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Academic Measures: County Comparison

Graduation Rates

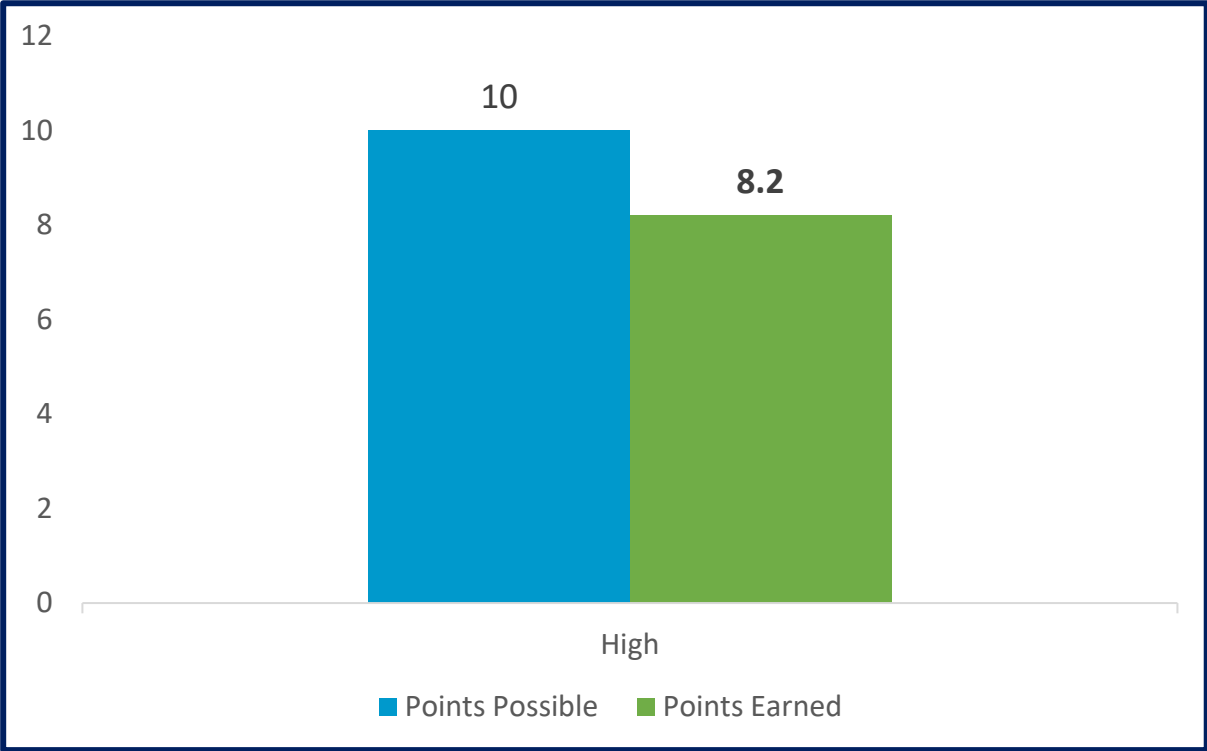


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Academic Measures

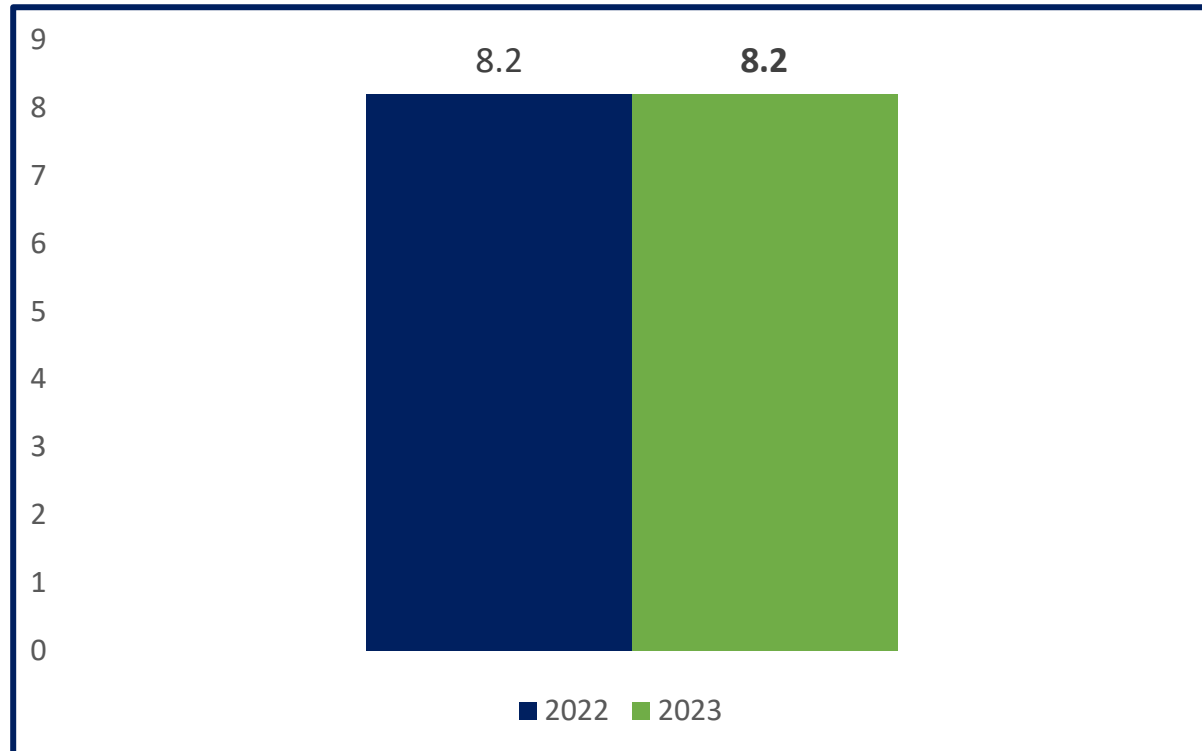
Readiness for Postsecondary Success



- ❖ Percentage of students earning at least four credits by the end of grade 9 in English, math, science, social sciences, or world languages.
- ❖ Percentage of graduates earning credit for completion of a well-rounded curriculum.
 - ❖ *Includes at least one of the following:* AP exam score of 3+, IB exam score of 4+, cut score on SAT math, cut score on SAT reading/writing score, ACT score of 21+, Seal of Biliteracy, credit for dual enrollment, meeting UMD entry requirements, completion of industry certification or youth apprenticeship, ASVAB score of 31+, or obtaining a certificate of program completion and entering the world of work.

Academic Measures: **By Year**

Readiness for Postsecondary Success



- ❖ Percentage of students earning at least four credits by the end of grade 9 in English, math, science, social sciences, or world languages.
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Academic Measures: More Detail

Looking within the Points (8.2/10)

Readiness for Postsecondary Success

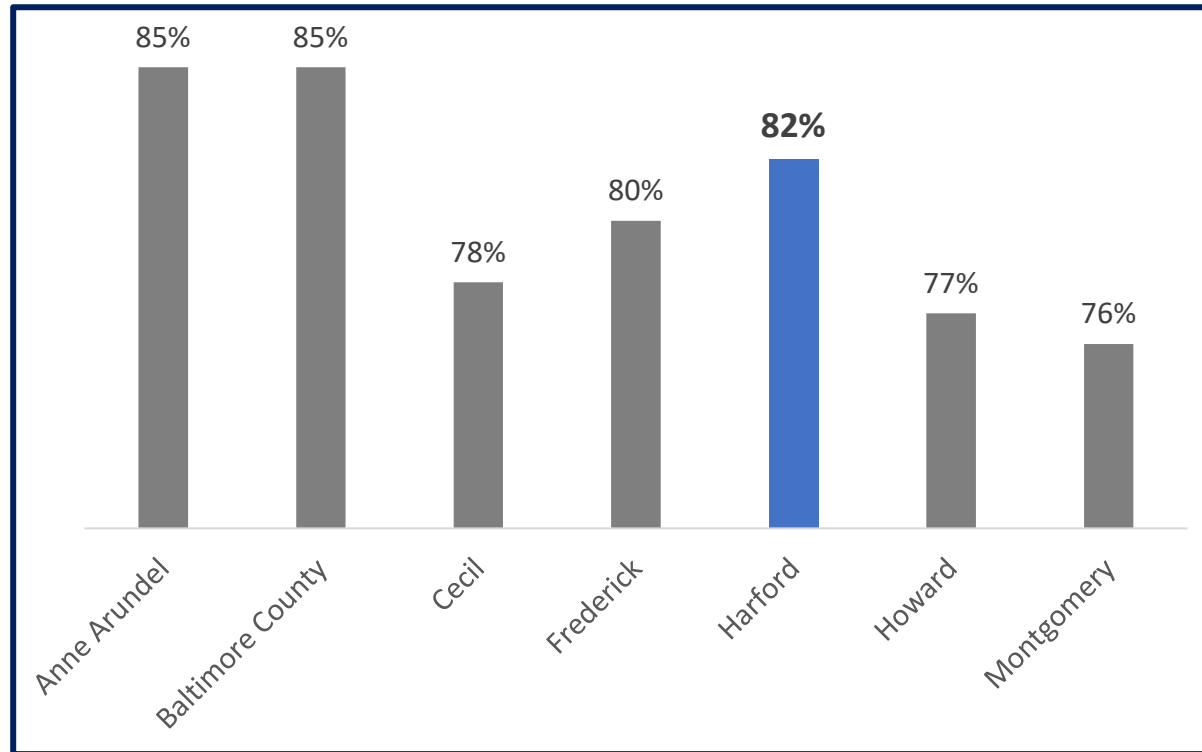
❖ **85.8%** - Percentage of students earning at least four credits by the end of grade 9 in English, math, science, social sciences, or world languages.

❖ **84.8%** Percentage of graduates earning credit for completion of a well-rounded curriculum.

↳ *Includes at least one of the following:* AP exam score of 3+, IB exam score of 4+, cut score on SAT math, cut score on SAT reading/writing score, ACT score of 21+, Seal of Biliteracy, credit for dual enrollment, meeting UMD entry requirements, completion of industry certification or youth apprenticeship, ASVAB score of 31+, or obtaining a certificate of program completion and entering the world of work.

Academic Measures : County Comparison

Readiness for Postsecondary Success



This graph demonstrates the percentage of points earned for this metric by county.

- ❖ Percentage of students earning at least four credits by the end of grade 9 in English, math, science, social sciences, or world languages.
- ❖ Percentage of graduates earning credit for completion of a well-rounded curriculum.

Non-Academic Measures

Chronic Absenteeism

REVISED
MSDE has changed the criteria for this measure.



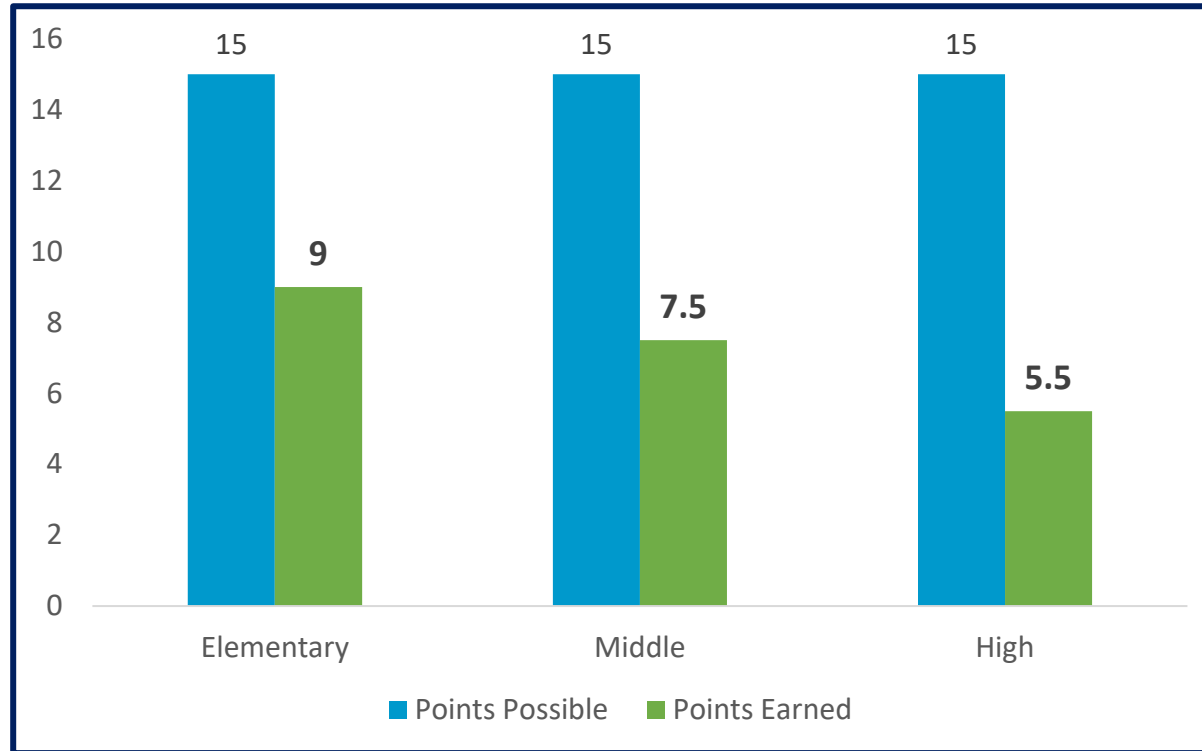
“New Baseline”

In 2022, the points earned for chronic absenteeism was adjusted by MSDE due to the continued absentee rates after the pandemic.

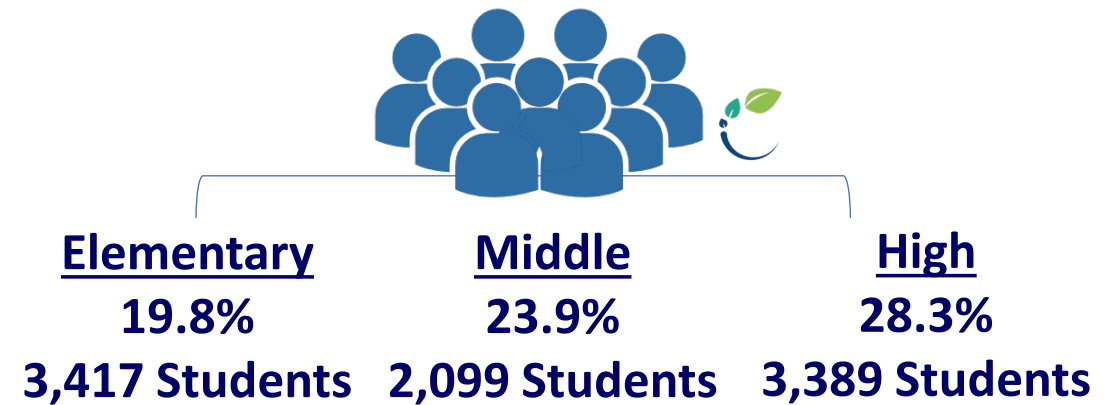
In 2023, the points now earned for chronic absenteeism returned to pre-pandemic standards. For example, to earn all 15 points, a school can only have less than 4% of students chronically absent.

Non-Academic Measures

Chronic Absenteeism

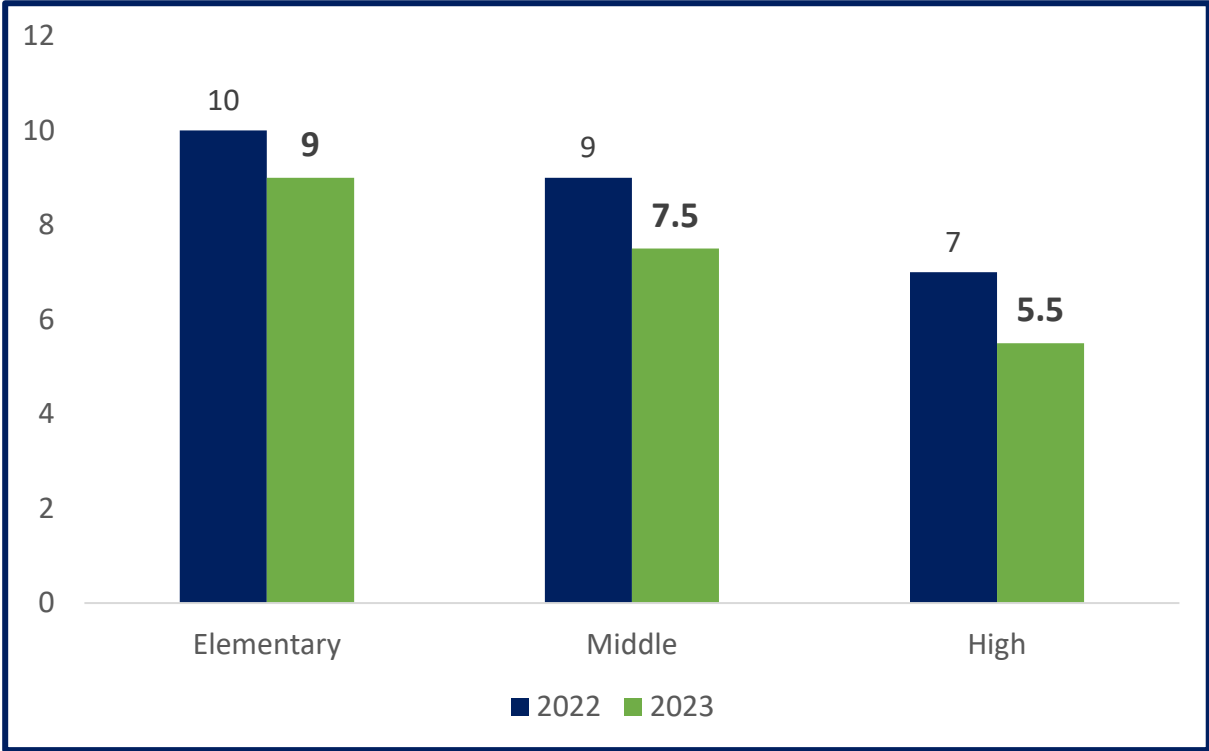


- ❖ The percentage of students in each school who are not chronically absent. Chronic absenteeism is defined as missing at least 10% or more of days enrolled, regardless of the reason.



Non-Academic Measures: **By Year**

Chronic Absenteeism

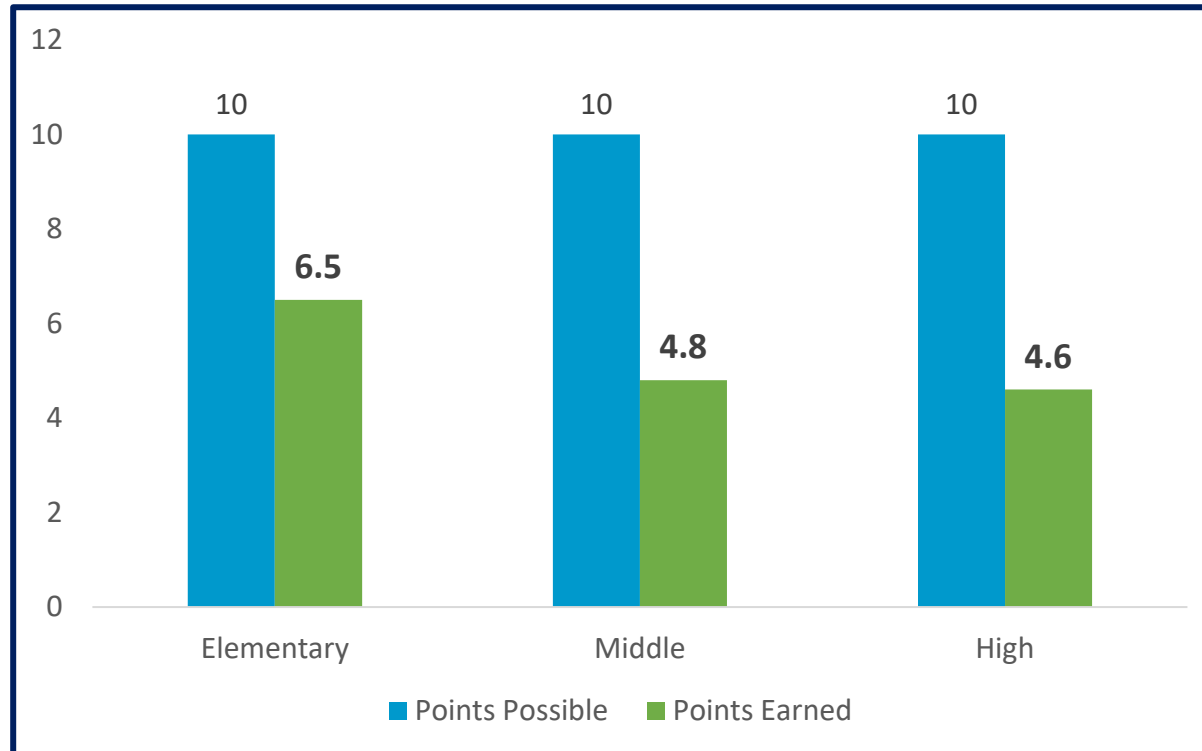


Data from 2021-22 and 2022-23 is problematic to compare due to calculation methodology change.

“New Baseline”

Non-Academic Measures

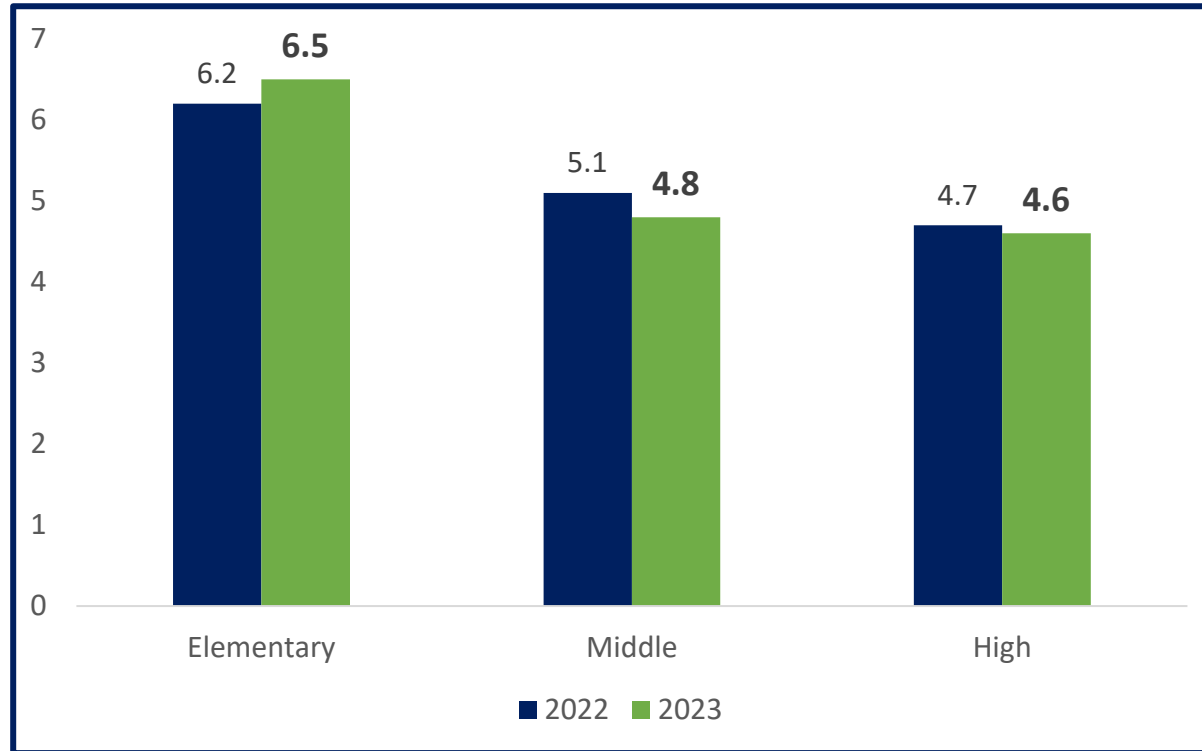
Climate Survey



- ❖ Based upon responses to climate surveys given to educators and students in grades 5 through 11.
- ❖ Results from students count for 7% of this measure.
- ❖ Educator results count for 3% of this measure.

Non-Academic Measures: **By Year**

Climate Survey



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Non-Academic Measures

Access to Well-Rounded Curriculum

REVISED

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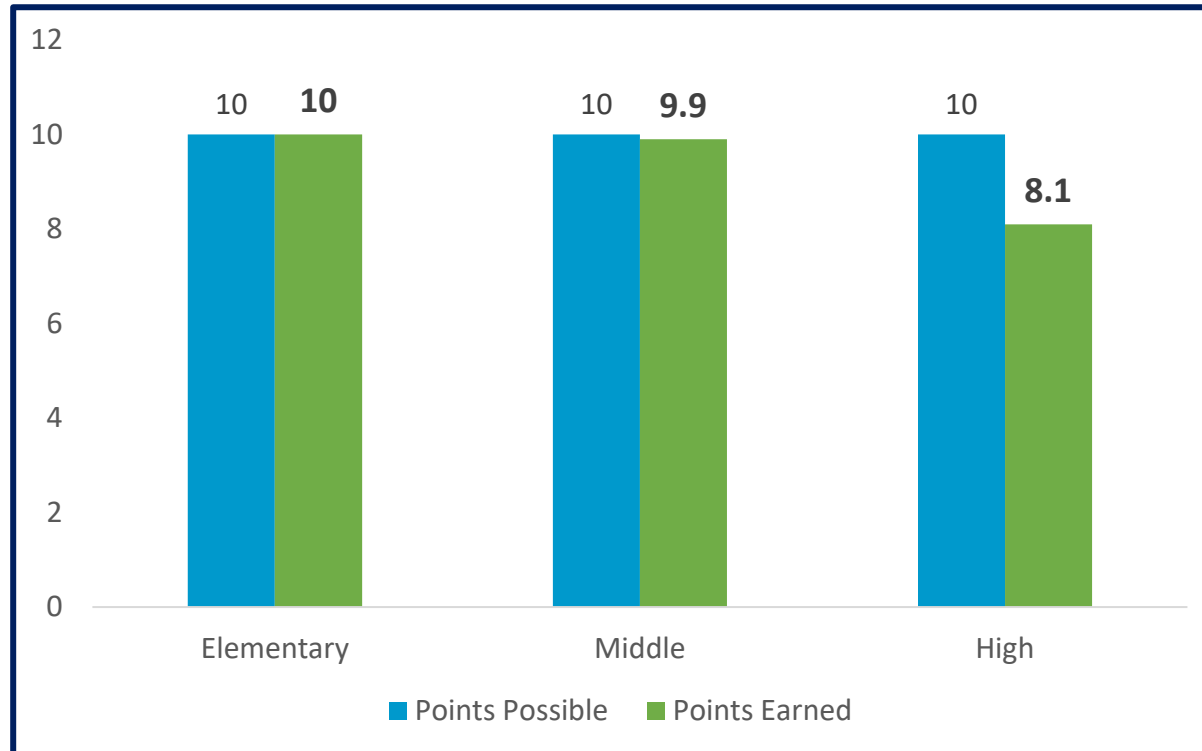


“New Baseline”

Beginning in 2023, the MCAP Social Studies Grade 8 assessment is a new measure of the accountability framework for middle school.

Non-Academic Measures

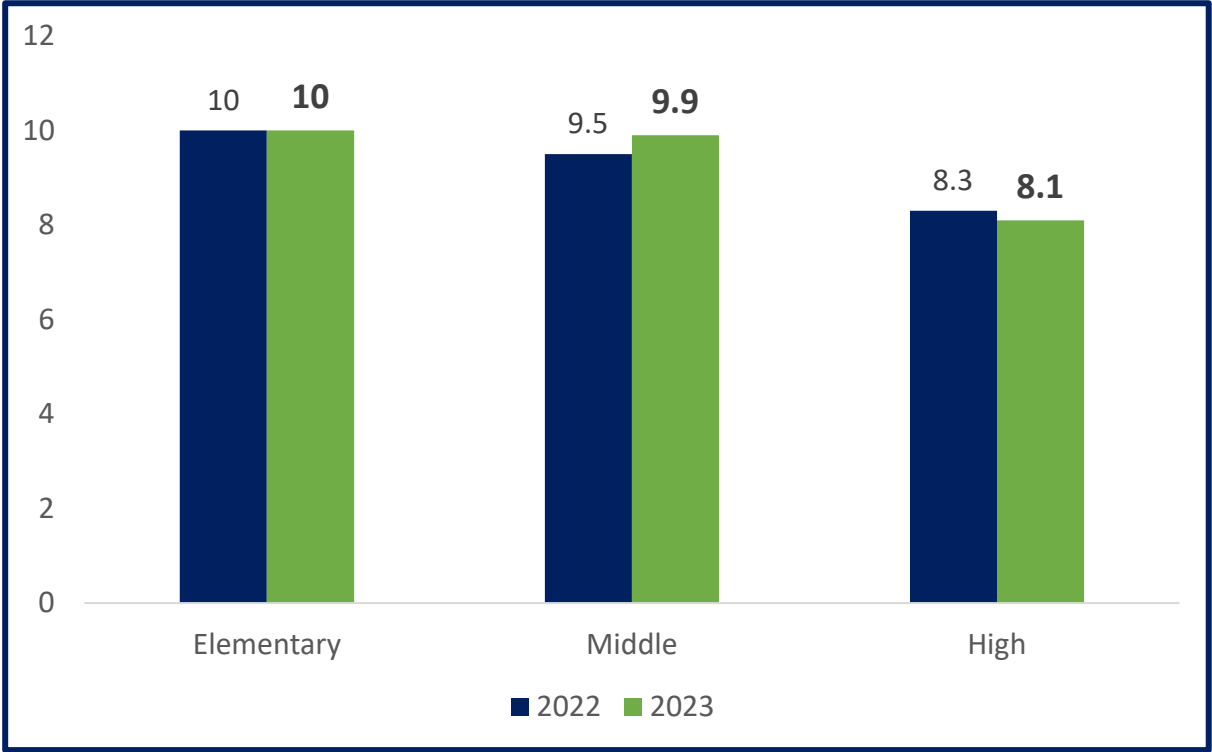
Access to Well-rounded Curriculum



- ❖ **Elementary:** Percent of fifth-graders enrolled in science, social science, fine arts, and physical education
- ❖ **Middle:** Percentage of students enrolled in fine arts, physical education, health, and Project Lead the Way at least once in middle school
- ❖ **High:** Percentage of graduates enrolled in an Advanced Placement or International Baccalaureate course, CTE concentrator, or dually enrolled.

Non-Academic Measures: **By Year**

Access to Well-rounded Curriculum

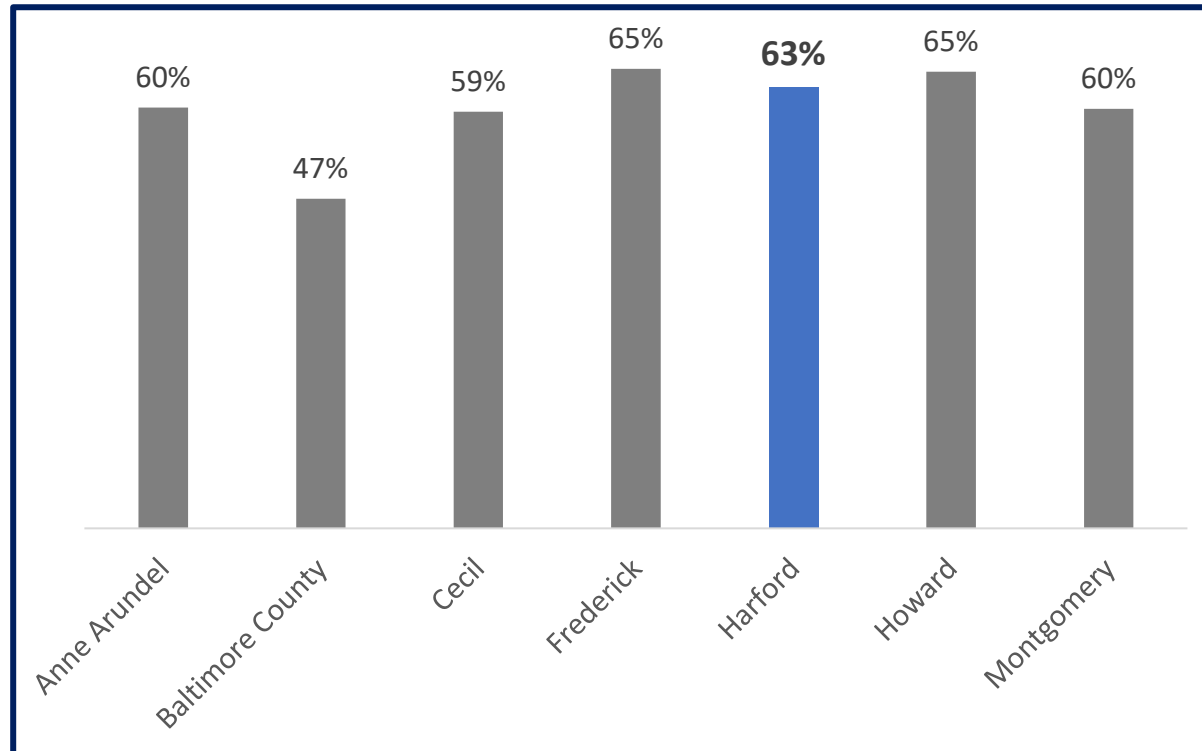


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“New Baseline”

Non-Academic Measures: **County Comparison**

All Non-Academic Measures



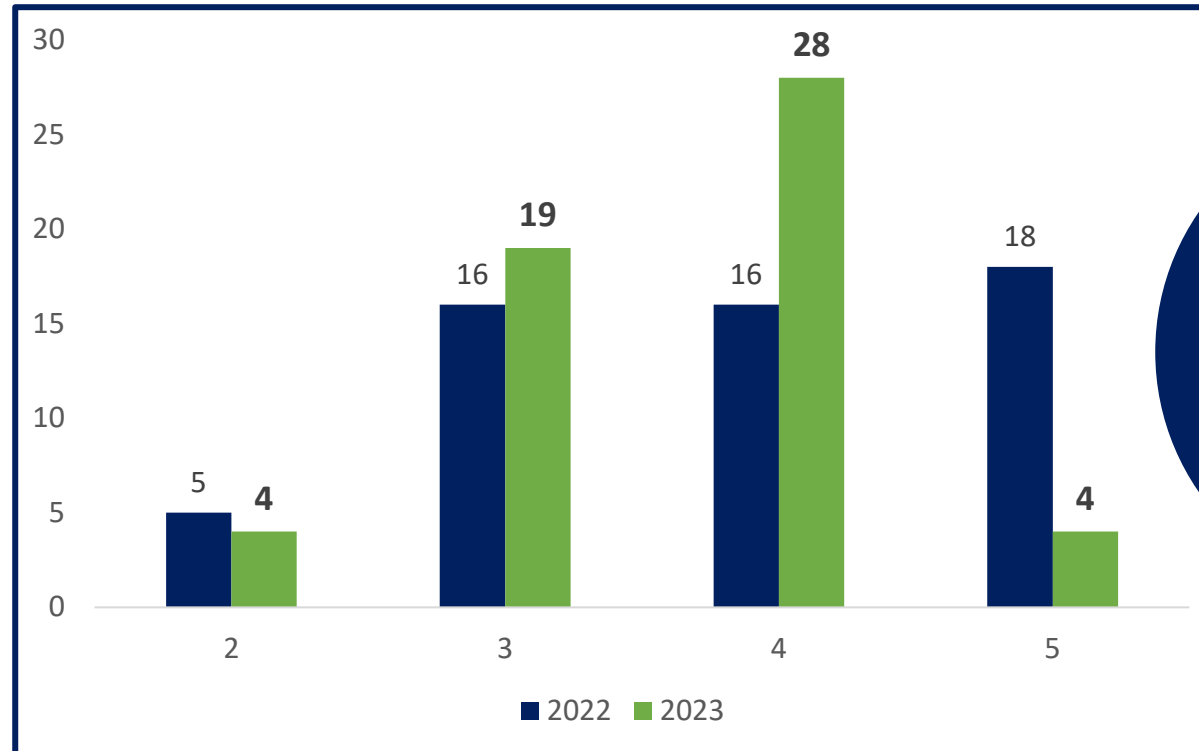
This graph demonstrates the percentage of points earned for this metric by county.

Inclusive of all measures:

- ❖ **Chronic Absenteeism**
- ❖ **Climate survey for students and educators**
- ❖ **Access to a well-rounded curriculum**

HCPS Star Rating: **By Year**

Star Count

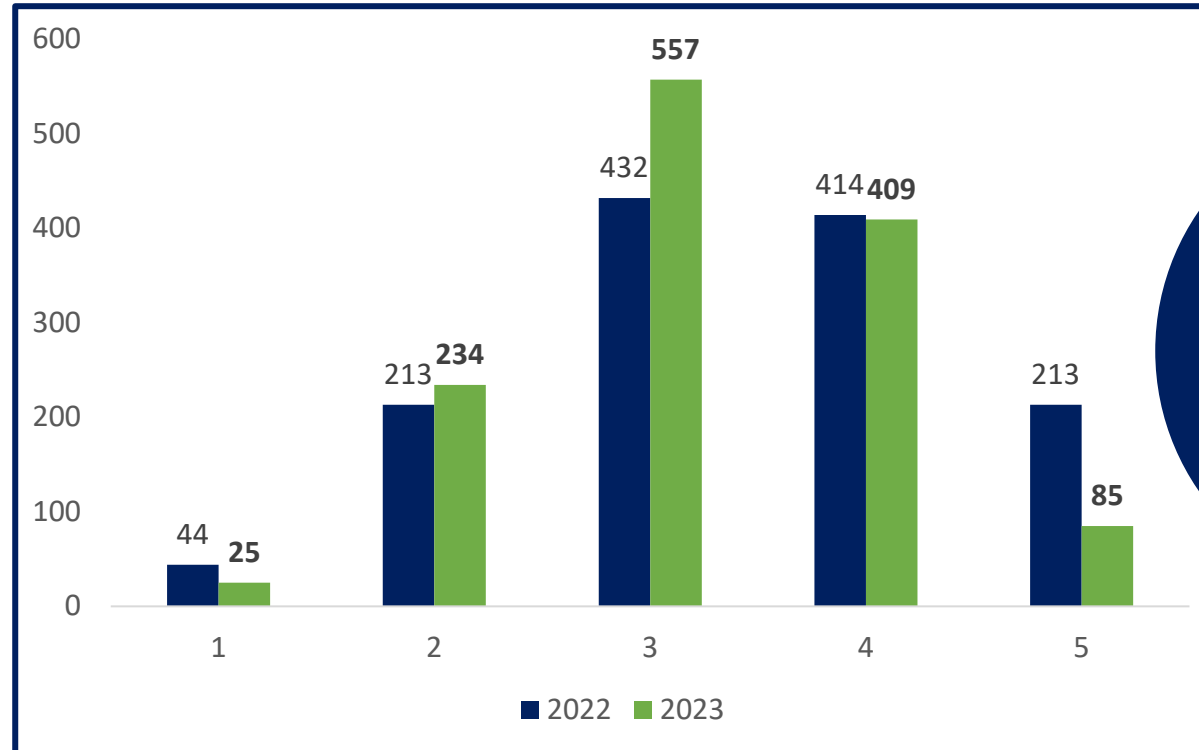


Data from 2021-22 and 2022-23 is problematic to compare due to calculation methodology change.



Overall State Star Rating: **By Year**

Star Count



Data from 2021-22 and 2022-23 is problematic to compare due to calculation methodology change.



HCPS Results by Student Group: Elementary

Student Groups	Earned Points	Possible Points	% Overall
All Students	64.7	100	64.7%
American Indian or Alaska Native	30.8	60	51.4%
Asian	65.4	87	75.2%
Black/African American	46.4	87	53.3%
Economically Disadvantaged	45.7	87	52.6%
English Learner	50.2	87	57.7%
Hispanic/Latino of Any Race	50.4	87	57.9%
Students with Disabilities	43.8	87	50.4%
Two or More Races	52.8	87	60.7%
White	58.6	87	67.3%

HCPS Results by Student Group: Middle

Student Groups	Earned Points	Possible Points	% Overall
All Students	52.7	100	52.7%
American Indian or Alaska Native	34.7	60	57.8%
Asian	64.6	87	74.2%
Black/African American	38.7	87	44.5%
Economically Disadvantaged	36.3	87	41.7%
English Learner	37.7	87	43.4%
Hispanic/Latino of Any Race	44.8	87	51.5%
Students with Disabilities	23.3	60	38.8%
Two or More Races	32.7	87	37.6%
White	44.5	87	51.1%

HCPS Results by Student Group: High

Student Groups	Earned Points	Possible Points	% Overall
All Students	57.6	100	57.6%
Asian	67.7	87	77.8%
Black/African American	43.2	87	49.6%
Economically Disadvantaged	40.4	87	46.4%
English Learner	28.1	87	32.3%
Hispanic/Latino of Any Race	44.8	87	51.4%
Students with Disabilities	32	87	36.8%
Two or More Races	47.8	87	55.0%
White	57.1	87	65.6%



HCPS Celebrations

2022-2023 Five-Star Schools



**Churchville
Elementary
School**



**Norrisville
Elementary
School**



**Prospect
Mill
Elementary
School**



**Harford
Technical
High School**



SPOTLIGHT:
*Roye-Williams
Elementary School*

Considerations and Next Steps