



**National  
Urban League**

**State:** Maryland

## **ESSA State Plan Equity Report Card**

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on [naturbanleague.org](http://naturbanleague.org).



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**Plan Approved:** January 10, 2018; Link to full text can be found [here](#)

| Equity Indicators  | NUL Score   |
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| <p><b>1. Goals and Indicators</b></p> <ul style="list-style-type: none"> <li>• Maryland’s long-term goal is to reduce the number of non-proficient students by half by the year 2030.</li> <li>• The state has committed to closing achievement gaps by setting similarly rigorous goals for all subgroups.</li> <li>• The Maryland State Department of Education (MSDE) will be employing “chronic absenteeism,” “school climate,” and “access to a well-rounded curriculum” as their School Quality and Student Success (SQSS) indicators.</li> </ul>  | <input type="checkbox"/> Excellent<br><input checked="" type="checkbox"/> Sufficient<br><input type="checkbox"/> Poor |
| <p><b>2. Subgroup Performance</b></p> <ul style="list-style-type: none"> <li>• The state’s summative rating is based on the “all student” category only. Subgroups have no effect on school’s summative rating, which is calculated on 5-star scale using performance of “all students” on accountability indicators.</li> <li>• The MSDE is using an N-size of 10.</li> </ul>   | <input type="checkbox"/> Excellent<br><input type="checkbox"/> Sufficient<br><input checked="" type="checkbox"/> Poor |
| <p><b>3. Supports &amp; Interventions for Struggling Schools</b></p> <ul style="list-style-type: none"> <li>• Maryland’s definition of “consistently underperforming” triggers identification if any student subgroups do not meet annual targets for two years on all indicators in an accountability system.</li> </ul>  | <input type="checkbox"/> Excellent<br><input checked="" type="checkbox"/> Sufficient<br><input type="checkbox"/> Poor |
| <p><b>4. Resource Equity</b></p> <ul style="list-style-type: none"> <li>• Maryland’s accountability system includes an indicator called “credit for completion of a well-rounded curriculum” that measures participation in Advanced Placement (AP) &amp; International Baccalaureate (IB) courses, ACT &amp; SAT participation, meeting University of Maryland (UMD) entry requirements, Career and Technical Education (CTE) participation, etc.</li> <li>• While addressing resources in the broadest sense by covering access to curriculum, the plan fails to mention reporting or calculation of school level spending as required by the law.</li> <li>• While referring to the resource allocation review with standard language, and briefly describing state support for LEA reviews, the plan lacks a description of a state process of reviewing and prioritizing resources beyond saying a formula will align with needs and use of evidence-based strategies.</li> </ul> | <input type="checkbox"/> Excellent<br><input checked="" type="checkbox"/> Sufficient<br><input type="checkbox"/> Poor |
| <p><b>5. Educator Equity</b></p> <ul style="list-style-type: none"> <li>• Maryland’s plan includes some mention of cultural competency, but does not have much strategizing or planning. The state should consider articulating a plan of action for new hires and current teachers.</li> <li>• Maryland’s plan includes definitions for “ineffective teachers,” “out-of-field teachers,” and “inexperienced teachers.” The plan also included some statistics about how many students and what populations are being taught by these teachers and have committed to data collection and reporting on the matter.</li> <li>• The MSDE does not mention prioritization of teacher/principal pipeline diversity or place-based efforts or investments.</li> <li>• The state does not take advantage of Title II flexibility to improve the distribution of effective teachers or to increase teacher/leader diversity.</li> </ul>  | <input type="checkbox"/> Excellent<br><input checked="" type="checkbox"/> Sufficient<br><input type="checkbox"/> Poor |



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| <ul style="list-style-type: none"> <li>The MDSE does offer promising supports for schools lingering in CSI that impact teacher and administrator assignments and leadership coaching. It should consider implementing such interventions at more CSI schools earlier, and remedying inequities found at TSI and ATSI schools with similar approaches.</li> </ul>   |   |
| <p><b>6. Stakeholder Engagement</b></p> <ul style="list-style-type: none"> <li>Maryland participated in a robust engagement process in the development of their state plan.</li> <li>Their commitment to continued engagement can be found in their appendix and in the use of frameworks for school improvement that prioritize community input and partnerships.</li> </ul>  | <input checked="" type="checkbox"/> Excellent<br><input type="checkbox"/> Sufficient<br><input type="checkbox"/> Poor |
| <p><b>7. Breaking the School to Prison Pipeline</b></p> <ul style="list-style-type: none"> <li>The state should clarify what their school climate indicator will measure and whether it will be disaggregated by subgroup in their plan.</li> <li>Maryland is partnering with the Center for Dispute Resolution, UMD Francis King Carey School of Law, and others to support schools in building conflict resolution programs such as Peer Mediation and Restorative Practices.</li> <li>The MSDE is also employing a statewide taskforce to review aversive behavioral interventions.</li> </ul>  | <input type="checkbox"/> Excellent<br><input checked="" type="checkbox"/> Sufficient<br><input type="checkbox"/> Poor |
| <p><b>8. Equitable Access to Early Childhood Learning</b></p> <ul style="list-style-type: none"> <li>The state articulates a use of Title I funds for expansion to early childhood education and learning.</li> <li>Maryland also specifies the use of Title II dollars to increase capacity building for early learning through professional development.</li> </ul>  | <input checked="" type="checkbox"/> Excellent<br><input type="checkbox"/> Sufficient<br><input type="checkbox"/> Poor |
| <p><b>9. Equitable Implementation of College and Career Standards</b></p> <ul style="list-style-type: none"> <li>The state will be using PARCC (Partnership for Assessment of Readiness for College and Careers) as their statewide assessment.</li> <li>Participation in assessments below 95% results in those students being considered “non-proficient.”</li> <li>The MDSE also commits to support for use of Title IV funds for college prep, especially in low income schools, through programs such as AVID and expanding access to advanced level coursework for all students.</li> <li>Includes two College and Career Ready (CCR) indicators in its star rating system: <b>(1) access to a well-rounded curriculum</b> measures the percentage of graduates who enrolled in an AP, IB, dual enrollment, or state-approved CTE program at the CTE concentrator level; and <b>(2) credit for completion of a well-rounded curriculum</b> measures the percentage of graduates who achieved either: a score of 3 or 4 on an AP or IB exam, respectively; a CCR benchmark score of 530 in math and 480 in reading on the SAT; a CCR benchmark composite score of 21 on the ACT; dual enrollment credit; all University of Maryland entry requirements; a state-approved youth or apprenticeship training program; industry certification aligned with a state-approved CTE program and CTE concentrator status; completion of a state-approved CTE program; a benchmark score on the Armed Services Vocational Aptitude Battery (ASVAB); or the Seal of Biliteracy.</li> </ul> | <input checked="" type="checkbox"/> Excellent<br><input type="checkbox"/> Sufficient<br><input type="checkbox"/> Poor |
| <p><b>10. Out of School Time Learning</b></p> <ul style="list-style-type: none"> <li>Maryland is very detailed in their expression of how Title IV funds will be used to expand out of school time learning opportunities, including for 21<sup>st</sup> Century Community Learning Centers (CCLCs).</li> </ul>  | <input type="checkbox"/> Excellent<br><input checked="" type="checkbox"/> Sufficient<br><input type="checkbox"/> Poor |



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| <ul style="list-style-type: none"><li>• The state should consider also articulating how Title I dollars might be used for that purpose.</li><li>• Though strongly implied in several places, Maryland could strengthen its plan by specifying that extended learning activities are an allowable use for Title I funds.</li></ul>   |  |
| <p><b>11. Equitable Access to High Quality Curricula</b></p> <ul style="list-style-type: none"><li>• Under the “access to a well-rounded curriculum” indicator, access to CTE is included in Maryland’s accountability system.</li><li>• Maryland is also proposing to include STEM programming in its use of Title IV funds for both Student Support and Academic Enrichment Grants (SSAEGs) and 21<sup>st</sup> CCLCs.</li><li>• The state is working with the State Board of Education Mental Health Subcommittee to develop guidance and policy to address the mental health needs of students among other social and emotional learning initiatives.</li></ul> | <p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p> |
| <p><b>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</b></p> <ul style="list-style-type: none"><li>• Maryland is using a five-star summative rating system.</li><li>• The state mentions the use of a report card to display and communicate data, but does not offer insight into potential design or timeline for rollout of such a tool. The state should consider aligning its data systems in a way that prioritizes equity and closing achievement gaps.</li></ul>  | <p><input checked="" type="checkbox"/> Excellent</p> <p><input type="checkbox"/> Sufficient</p> <p><input type="checkbox"/> Poor</p> |
| <p><b>Overall Rating</b></p>  | <p><b>Sufficient</b></p>   |