
MARYLAND ESEA FLEXIBILITY REQUEST

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page 133)
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REVISED as of June 24, 2015

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

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INTRODUCTION

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2013–2014 school year, after which time an SEA may request an extension of this flexibility.

REVIEW AND EVALUATION OF REQUESTS

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2013–2014 school year. An SEA will be permitted to request an extension of the initial period of this flexibility prior to the start of the 2014–2015 school year unless this flexibility is superseded by reauthorization of the ESEA. The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

High-Quality Request: A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2011–2012 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. Evidence: Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.
6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-5), and assurances (p. 5-6).
- A description of how the SEA has met the consultation requirements (p. 8).
- An overview of the SEA's request for the ESEA flexibility (p. 8). This overview is a synopsis of the SEA's vision of a comprehensive and coherent system to improve student achievement and the quality of instruction and will orient the peer reviewers to the SEA's request. The overview should be about 500 words.
- Evidence and plans to meet the principles (p. 9-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Website at: <http://www.ed.gov/esea/flexibility>.

Electronic Submission: The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address:
ESEAflexibility@ed.gov.

Paper Submission: In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Patricia McKee, Acting Director
Student Achievement and School Accountability Programs
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

REQUEST SUBMISSION DEADLINE

SEAs have multiple opportunities to submit requests for the flexibility. The submission dates are November 14, 2011, February 28, 2012, and an additional opportunity following the conclusion of the 2011–2012 school year.

TECHNICAL ASSISTANCE MEETING FOR SEAS

To assist SEAs in preparing a request and to respond to questions, the Department will host a series of Technical Assistance Meetings via webinars in September and October 2011.

FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at ESEAflexibility@ed.gov.

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Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA’s request, indicate “N/A” instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	A-3
2	Comments on request received from LEAs (if applicable)	A-7
3	Notice and information provided to the public regarding the request	A-19
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	A-29
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	A-34
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable).	N/A
9	Table 2: Reward, Priority, and Focus Schools	A-59
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	A-67
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Cover Sheet for ESEA Flexibility Request

Legal Name of Requester: Lillian M. Lowery, Ed.D	Requester's Mailing Address: Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201
State Contact for the ESEA Flexibility Request	
Name: Mary L. Gable	
Position and Office: Assistant State Superintendent, Division of Academic Policy and Innovation	
Contact's Mailing Address: Maryland State Department of Education 200 West Baltimore Street Baltimore, MD 21201	
Telephone: 410-767-0473	
Fax: 410-333-2275	
Email address: mary.gable@maryland.gov	
Chief State School Officer (Printed Name): Lillian M. Lowery, Ed.D	Telephone: 410-767-0462
Signature of the Chief State School Officer: x <i>Lillian M. Lowery</i>	Date: <i>June 24, 2015</i>
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under

that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based

on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted English language proficiency (ELP) standards that correspond to the State’s college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State’s college- and career-ready standards. (Principle 1)
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State’s college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State’s ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA’s differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning

in the 2016–2017 school year.

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
- 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and <input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <input checked="" type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Maryland ESEA Renewal March 2015

Based on the implementation of Maryland’s approved ESEA Flexibility from 2012-2015, a commitment to continuous improvement, and in consultation with LEAs and stakeholders, the following is an update to the consultation process for Maryland’s request for a renewal of ESEA Flexibility.

I. Maryland Context

The context of the State and its 24 Local Education Agencies remains the same with Maryland serving 866,169 PreK-12 students in the 2013-2014 school year.

Maryland will continue to take advantage of its relatively small number of LEAs (24) to provide individualized support and ongoing technical assistance in carrying out the State’s goals. Dr. Lillian Lowery, State Superintendent, meets monthly with all LEA Local Superintendents, and appropriate Maryland State Department of Education (MSDE) staff meets monthly with Assistant Superintendents and curriculum content supervisors. Maryland’s small size continues to make it a good investment for developing and implementing education reform, as the State’s close relationship with all 24 Local Superintendents ensures constant collaboration, oversight, assistance, rapid communications, and capacity building.

II. Engaging All Stakeholders

Collaborating with all stakeholders is an imperative part of how Maryland works. MSDE held or

participated in multiple meetings, representing stakeholders from all the appropriate groups in Maryland to discuss the flexibility application process and solicit feedback on the options offered in the application. Some examples include: the Division of Special Education/Early Intervention Services Statewide Birth-21 Professional Learning Institute (3/4/15), the Title I Committee of Practitioners (2/19/15), multiple meetings of the Public School Superintendents' Association of Maryland (PSSAM) (monthly from October 2014-March 2015), meetings with the Assistant Local Superintendents for Instruction (monthly from October 2014-March 2014), eight meetings of the Accountability Model workgroup (October 2014-March 2015) which included representation from seven LEAs, and five regional Teacher and Principal Evaluation forums where the ESEA renewal plan was a central component. Additionally MSDE worked collaboratively to inform parents (through the Parent and Community Engagement Council), advocates (English Language Learner and Special Education Advocates), and other stakeholders with whom individual Divisions within the agency meet.

As mentioned above, the State Superintendent of Schools, Dr. Lillian Lowery, holds meetings with all 24 Local Superintendents on a monthly basis. Dr. Lowery or Dr. Jack Smith, the Chief Academic Officer, have discussed the flexibility application renewal and its contents with the superintendents in at least the last five meetings, beginning October 2014 through March 2015. They have solicited the superintendents' views on the pros and cons of each of the components of the application. As MSDE staff drafted versions of each of the components, Dr. Smith brought the highlights back to the superintendents for feedback that was used to revise the models.

Similarly, Dr. Lowery, Dr. Smith and their staff presented information about the components of flexibility and the process of developing the renewal application to the Maryland State Board of Education at each of its monthly meetings (December 16, 2014 to March 24, 2015). The Board provided feedback on the decision to apply for flexibility renewal as well as offered feedback on the elements of the flexibility application which were incorporated into the final application. The Board approved the application for submission to the USED on March 24, 2015 with minor revisions to comment responses.

Dr. Lowery and her staff provided updates to the Governor and the legislative analysts explaining the flexibility renewal request, what the continued flexibility would mean to Maryland, and soliciting feedback and support for Maryland’s application. As required by Maryland Law, MSDE provided a copy of the draft application to the Legislative Policy Committee of the General Assembly on February 24, 2015 for comment. Legislation required that:

“A. If the Department intends to request a waiver from the United States Department of Education from specific provisions of the Federal Elementary and Secondary Education Act, before submitting the request to the United States Department of Education, The Department Shall:

- 1) Submit the proposed waiver request to the Legislative Policy Committee; and
- 2) Allow the Legislative Policy Committee at least 30 days after the committee received the proposed waiver request to review and comment on the proposed waiver request.

B. The Department shall provide any additional information regarding the proposed waiver request if requested by the Legislative Policy Committee.” (Maryland Senate Bill 910)

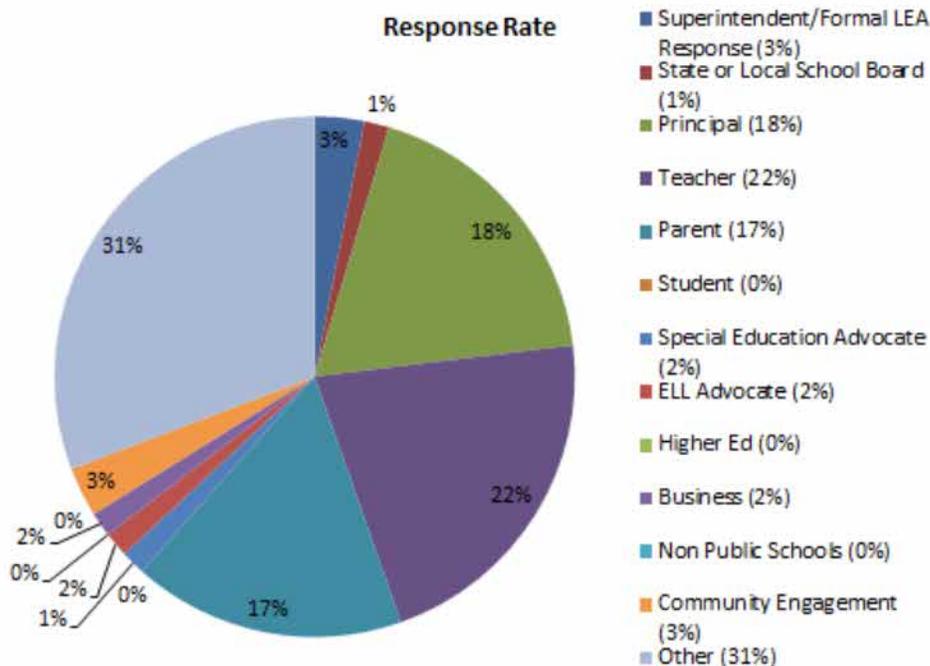
MSDE responded to all questions from the Legislative Policy Committee.

In addition to posting the ESEA Flexibility Renewal Plan on MSDE’s website with an invitation for comment on the main page, MSDE reached out individually to a variety of community and civil rights groups including Advocates for Children and Youth, Open Society Foundations, and the American Civil Liberties Union to request their feedback.

Maryland posted a draft copy of the renewal application and a link to the survey monkey feedback tool online (2/24/15) with a message, prominently displayed on the first page of the MSDE website. Emails were sent beginning February 25, 2015 to advocacy groups, LEAs, the Committee of Practitioners, and groups of stakeholders that had been engaged in this work to alert them to the posting of the draft. The draft remained posted for two weeks (until 3/11/15)

and all comments were either emailed directly to MSDE staff or gathered through a survey monkey feedback site (The posting was supposed to end 3/10/15 but remained available one additional day due to school closings for inclement weather).

In the two weeks that the draft remained posted, MSDE received 62 comments from Survey Monkey, the largest percentage (31%) came from the “other” category which included five representatives of teacher unions, one nonprofit, four members of the Committee of Practitioners, an Assistant Principal, two Curriculum Coordinators, and several LEA central office staff. Twenty-two percent of the respondents identified themselves as teachers, 18% as principals, and 17% as parents. The pie chart below illustrates the variety of stakeholders who responded to the opportunity to provide feedback. It is important to note that individuals could identify themselves as being in more than one stakeholder category. For example, a teacher who was also a parent could mark both categories. The responders came from 18 of the 24 LEAs in the State, with Montgomery County being the most represented (21%).



Individuals were able to write open ended responses about their thoughts on the consultation section as well as the four Principles and then rate each section and the overall application. Four individuals commented on MSDE’s consultation strategies. The comments were generally

positive with one respondent thanking MSDE for the opportunity to provide input and noting “The ongoing consultation has been extremely helpful and transparent. The shift to support and less compliance is a move in the right direction.”

In Principle 1, feedback from 15 respondents included some concerns about the instructional time and resources currently required to administer the Partnership for Assessment of Readiness for College and Careers (PARCC) and concerns about teachers having access to materials aligned to the new Maryland College and Career-Ready Standards. In response to concerns about testing time, MSDE stated that as a member of the PARCC governing board, Maryland has expressed concerns about the amount of time that it takes students to complete both the Performance-Based assessment (PBA) and the End of Year (EOY) assessments. The members of the consortia’s state leadership teams that report to the PARCC governing board have begun this conversation and are exploring ways to make changes to the assessment without sacrificing its quality. Also, LEAs continue to have the option of administering the test using paper/pencil for the first three years (2014-2015, 2015-2016 and 2016-2017) if technology resources at the building level remain an issue. With the exception of the first year of administration (2014-2015) when standard setting will occur, Maryland anticipates that future results on the assessments will be provided to LEAs, students, and parents in a timely manner to assist school leaders in making instructional decisions that support teachers and students. Regarding concerns about aligned materials, MSDE responded that as part of its continued commitment, MSDE will provide technical assistance and guidance to LEAs around the implementation of the Maryland College and Career-Ready Standards. Resource materials were developed with funding from the “Race to the Top” grant that will help the Department and LEAs sustain the work. Through professional learning opportunities and the use of other federal funds (Title IIA, Title IIB and Title III), the Department will continue to develop resources and activities that enhance the ability of teachers to teach the standards with fidelity and to increase student achievement. In Principle 2, not only is there a continued emphasis on measuring college and career readiness in Maryland high schools, but a proposal for study to provide opportunities for LEAs to highlight innovative practices and programs as part of the school climate and culture indicator. MSDE envisions that LEAs will be able to promote individual school success based upon programs that

support teaching and learning and preparation of students for college and/or career. This preparation may certainly be in the form of work with industry leaders to support students who participate in internships, apprenticeships and certification completion programs.

Another area of concern in Principle 1 is that the “procedure for giving PARCC to Special Education students is confusing and conflicting.” To address this concern, language was added in the application that The Division of Curriculum, Assessment and Accountability and the Division of Special Education/Early Intervention Services have worked collaboratively to ensure that clear communication and learning opportunities are provided to local leaders, general and specialized educators, as well as families to understand the new accommodation guidelines and policies for the administration of the PARCC assessment for students with disabilities. MSDE recognizes and supports the need for continued dialogue and opportunities for responsive training based on the identified requests of the LEAs. Instruction and assessment accommodations will continue to be identified through the Individualized Education Program (IEP) team process in alignment with the built-in PARCC accessibility features and the allowable accommodations based on the individual needs of the student. MSDE will provide technical assistance to LEAs through the use of webinars and face-to-face meetings to convey a clear understanding of the policies for test administration and the use of accommodations for individual students as part of daily instruction.

Overall, this section received positive feedback with the concerns noted above. Respondents commented, “seems reasonable,” “I support the information included in the renewal application,” and “looks good.”

Fourteen respondents offered feedback on Principle 2. The first part of Principle 2 involves the recognition and support for all schools, including Priority, Focus, and Approaching Target Schools. The Maryland Title I office proposed a request to allow the state to hold back 10% of school improvement funds granted to LEAs with a Priority or Focus School. Two individuals from LEAs asked for clarification on whether this would apply to LEAs without a Priority School, MSDE revised the language to clarify that it would not.

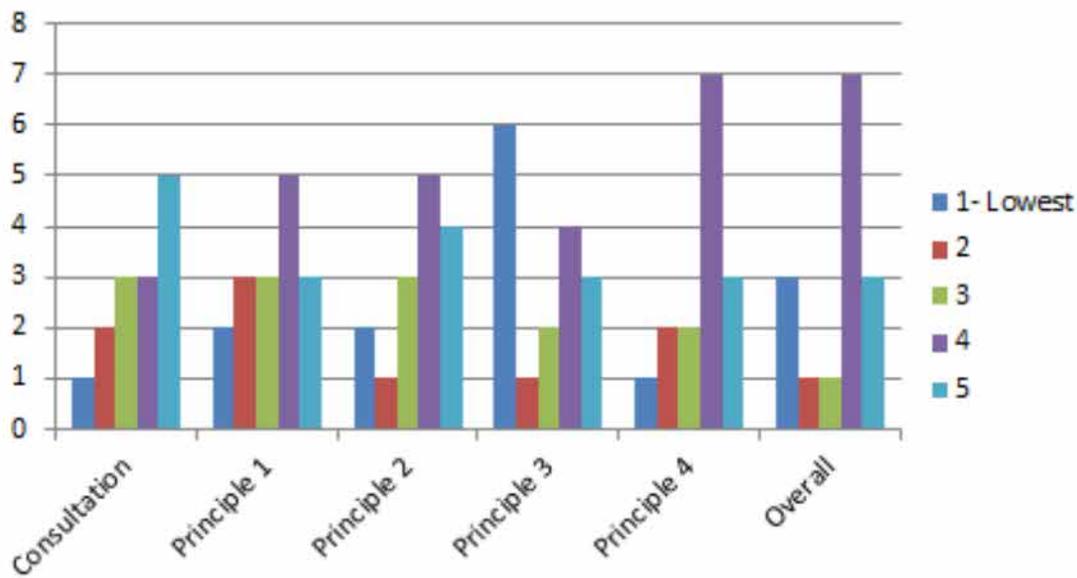
Additional questions centered on the new proposed accountability system for Maryland that is still under development. Support and concern was voiced for a change in the “n” size from 5 to 10. This change is critical to protecting the privacy of all students as we increase transparency of how schools and LEAs are identified. One concern about Maryland’s accountability system, voiced by Special Education advocates, was a concern about the creation of a consolidated group to capture students where the “n” was not at least 10. Feedback suggested this may not allow schools a deep enough level of understanding to help students in these groups. Based on this feedback, Maryland has removed the consolidated subgroup in this renewal request and will continue to evaluate this concept and the need for inclusion for all students.

Feedback on Principle 3 was completed by 17 respondents. Overall, respondents asked for clarification about the pieces of the Teacher and Principal Evaluation Model that were subject to local control as opposed to State control. Concerns included using the new State Assessments as part of the evaluation model, how the accountability model under development will be applied to the model, and questions about the use of a statewide Student Learning Objective (SLO). MSDE responded to many of these comments in the final application, including a clearer explanation of why Maryland is using the State Assessments and Maryland’s past work around how to measure student growth. In response to the comments made, MSDE removed any mention of the School Progress Index from the model and clarified the language around personnel decisions from “counts” to “informs or counts” in 2016-17 and 2017-2018 for personnel decisions.

Principal 4 focuses on reducing duplication and unnecessary burden. Maryland has explained how the Master Plan process reduces the paperwork burden and that future meetings about this process will pay special attention to even further reduction of duplicative reporting without jeopardizing the integrity of the accountability systems. Comments on this section were positive with one respondent stating “This is big! Principals and administrators are trying to implement the standards, implement the new testing program, and still help kids develop other “soft skills” that are mandated.”

Overall, MSDE was pleased with the feedback and stakeholder input received through the public feedback survey. Seventeen of the 62 respondents chose to rate the components of the application and the application overall. On a 1-5 scale with 1 being the lowest and 5 the highest, the overall application received a mean response of 3.40 and a median of 4.0. A graph of the overall ratings is below:

Support By Section



Although some concerns were raised about specific portions of the application MSDE is confident that consultation was approached in good faith in as many ways as possible. MSDE staff made a concerted effort to not only involve all stakeholder groups, but to respond to their concerns either verbally, through email, response letters, or in this application (See Appendix III-C-A). MSDE staff also presented a document to the State Board on the substantive changes made to the document based on the public comment period (see Appendix III-C-B).

The following is Maryland’s Consultation Process for its Approved ESEA Plan from 2012-2015:

I. Maryland Context

Maryland has 24 Local Education Agencies (LEAs) from 23 counties and Baltimore City. As of fall 2011, those 24 LEAs had 852,211 PreK–12 students (see <http://www.mdreportcard.org>). Generally speaking, Maryland divides its schools into six regions. The Baltimore Metropolitan Region has six LEAs: Anne Arundel County, Baltimore City, Baltimore County, Carroll County, Harford County, and Howard County. It also has the SEED School, a publicly-funded, residential boarding school featured on May 23, 2010, on CBS News’ *60 Minutes* program. The Baltimore Metropolitan Region is the largest of the six regions. The National Capital Region includes Montgomery County and Prince George’s County and is the second-largest region in the State. The Western Maryland Region has four LEAs: Allegany County, Frederick County, Garrett County, and Washington County. The Upper Shore Region has five LEAs and includes Caroline County, Cecil County, Kent County, Queen Anne’s County, and Talbot County. The Lower Shore Region has four LEAs and includes Dorchester County, Somerset County, Wicomico County, and Worcester County. Finally, the Southern Maryland Region is home to three LEAs and includes Calvert County, Charles County, and St. Mary’s County.

Maryland will continue to take advantage of its relatively small number of LEAs (24) to provide individualized support and ongoing technical assistance in carrying out the State’s goals. Dr. Bernard Sadusky, Interim State Superintendent, meets monthly with all LEA Superintendents, and appropriate MSDE staff meets monthly with Assistant Superintendents and curriculum content supervisors. Maryland’s small size makes it a good investment for developing and implementing education reform, as the State’s close relationship with all 24 Superintendents

ensures constant collaboration, oversight, assistance, rapid communications, and capacity building.

II. Engaging All Stakeholders about the Flexibility Application

Maryland is quite experienced in engaging stakeholders, especially teachers, to build support for education reforms. Maryland has a long history of bringing together education, business, foundation, and community agencies to achieve student success, and to actively engage them in reform efforts.

Maryland utilized much of the communication plan from the State’s work on Race to the Top to ensure engagement of all the appropriate stakeholder groups. An Executive Steering Committee coordinated Maryland’s Race to the Top application, ensuring that all stakeholders were informed and contributing suggestions. The committee was co-chaired by now-retired State Superintendent Nancy S. Grasmick and James DeGraffenreidt, Jr., the president of the State Board of Education. Membership included the Director of Policy for Governor Martin O’Malley; the presidents of the Baltimore Teachers Union (American Federation of Teachers [AFT] affiliate) and the Maryland State Education Association (National Education Association [NEA] affiliate); the Public School Superintendents Association of Maryland (PSSAM), school boards, elementary principals, and secondary principals; the Maryland Parent Teacher Association; the Maryland Business Roundtable; representatives from higher education (State and private colleges and universities, and community colleges); and an advisor from the national AFT.

The letters of support from most of the organizations these individuals represent, as well as from a broad spectrum of others across the State for the Race to the Top application, confirm that Maryland is a united community committed to systemic and sustainable improvements in its public schools. In fact, among the many letters of support Maryland received for its Race to the Top efforts was correspondence signed by every 2009–10 Maryland Local Teacher of the Year (including the teachers from Montgomery County and Frederick County — the only two Local Education Agencies (LEAs) that did not sign on to Race to the Top) and from approximately 30 former Teachers of the Year, as well as Milken Award winners who collectively expressed their

support for the Maryland reform plan.

Similarly, as Maryland began preparing the application for the ESEA flexibility, multiple efforts were made to engage as many stakeholders as possible. Maryland held or participated in at least thirty-eight meetings (see Appendix C-1-Consultation Evidence), representing stakeholders from all the appropriate groups in Maryland (see Appendix C-2- Stakeholder Groups) to discuss the flexibility application process and solicit feedback on the options offered in the application.

Continuing the success of the work on Race to the Top, Maryland used many of the groups that have been convened for Race to the Top work to gather feedback on the flexibility application. This includes the Race to the Top Executive Advisory Meetings. This group includes LEA administrative personnel, teachers, principals, students, parents, higher education, organizations representing students with disabilities and English Language Learners, and business organizations.

As mentioned above, the Interim State Superintendent of School, Dr. Bernard Sadusky, holds meetings with all 24 Local Superintendents on a monthly basis. Dr. Sadusky has discussed the flexibility application with the superintendents in at least the last 5 meetings, beginning September 2011 through January 2012. He solicited their views on the pros and cons of applying for the flexibility and then about each of the components of the application. As the Maryland State Department of Education (MSDE) staff drafted versions of each of the components, Dr. Sadusky brought them back to the superintendents for feedback that was used to revise the models.

Similarly, Dr. Sadusky and his staff presented information about the components of flexibility and the process of developing the application to the Maryland State Board of Education at each of its monthly meetings (September 2011 to the present). The Board provided feedback on the decision to apply for flexibility as well as offered feedback on the elements of the flexibility application which were incorporated into the final application. Additionally, the State Board of Education held a special meeting on February 13, 2012, after the public comment period ended

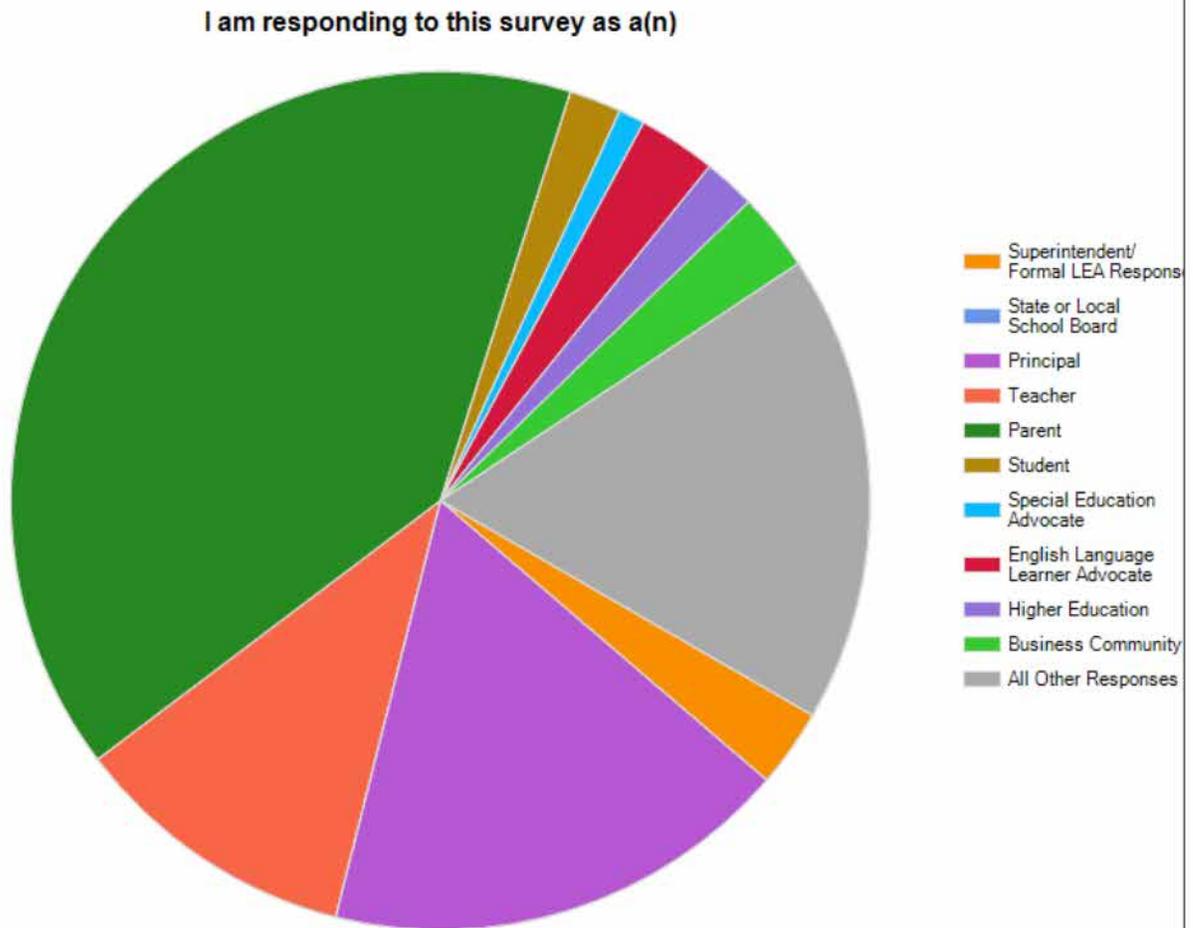
to review and endorse the final application.

Dr. Sadusky and his staff provided updates to the Governor and the legislative analysts explaining the flexibility request, what the flexibility would mean to Maryland, and soliciting feedback and support for Maryland’s application. MSDE staff have attended student council meetings, parent and community engagement meetings, gatherings with teacher associations and meetings of advocacy groups for both children with special needs and English Language Learners. During the public comment period, MSDE sent a personal copy of the application to the American Civil Liberties Union (ACLU) and to the Advocate for Children and Youth (ACY) to request their feedback. All of these meetings were in addition to the outreach done with members of each of these groups who sit on various councils spearheaded by MSDE. Each time a member of the MSDE staff went out to these groups they offered an explanation of the purpose of the flexibility, an update on where Maryland was in the drafting of its application and sought feedback on any developments. All comments were collected and incorporated into the final application (Please see Attachments 1, 2, and 3 for evidence of Maryland’s engagement and the feedback received.)

Maryland posted a draft copy of the application, all attachments, appendices, and a link to the survey monkey feedback tool online (1/25/12) with a message, prominently displayed on the first page of the MSDE website. Emails were sent (1/26/12) to advocacy groups, LEAs, the Community of Practitioners, and groups of stakeholders that had been engaged in this work to alert them to the posting of the draft. The draft remained posted for two weeks (until 2/8/12 at noon) and all comments were either emailed directly to MSDE staff or gathered through a survey monkey feedback site (see survey in Attachment 3).

In the two weeks that the draft remained posted, MSDE received 94 comments, the majority (41) of which came from parents. Fifteen of the comments came from “others” such as representatives of teacher unions, non profits, and non publics, president of a youth organization, grandparents, Supplemental Education Services provider, a Committee of Practitioners member, and several LEA central office staff. Eighteen respondents identified themselves as principals,

eleven as teachers and at least four identified as English Language Learner or Special Education Advocates. The pie chart below illustrates the variety of stakeholders who responded to the opportunity to provide feedback. It is important to note that individuals could identify as being in more than one stakeholder category. For example, a teacher who was also a parent could mark both categories. The responders came from every district in the State, with Baltimore City being the most represented (34).



Individuals were able to write open ended responses about their thoughts on the consultation section as well as the four Principles and then rate each section and the overall application. Twelve individuals commented on MSDE’s consultation strategies. The comments were generally positive with one respondent thanking MSDE for the opportunity to provide input and noting “Community input provides a forum to gain broader support for MSDE priorities and to

improve upon program direction and planning.”

In Principle 1, feedback included some concerns about technology in all districts, principal preparation programs, and addressing the students taking ALT-MSA. This was due in part to the fact that the application that was posted was in draft form. Maryland has specifically responded to concerns about students who take the ALT-MSA in the application and has included these scores in achievement and growth measures within the School Progress Index. Overall, this section received positive feedback with one respondent noting “Pleased to see a special focus being put upon ELL students and students with disabilities.”

Eleven respondents offered feedback on Principle 2 which was relatively positive. One concern about Maryland’s accountability system, that subgroups will not receive the appropriate amount of focus, has been continually voiced by Special Education advocates and was mentioned in the feedback in Principle 2. MSDE staff have been working closely with the special education and English Language Learner communities to allay some of these concerns. Maryland preserved a strong focus on subgroup achievement in AMOs, retained its n size of 5 to maintain strong accountability for all students, and has proposed a reward structure that specifically rewards schools for reducing achievement gaps with all subgroups. These decisions were made with the advice and consultation of the advocates in these areas. In fact, one respondent noted that “We were pleased to see that MSDE will continue to require accountability requirements and will also improve data systems that have the capacity to differentiate between subgroups in a meaningful and useful approach.”

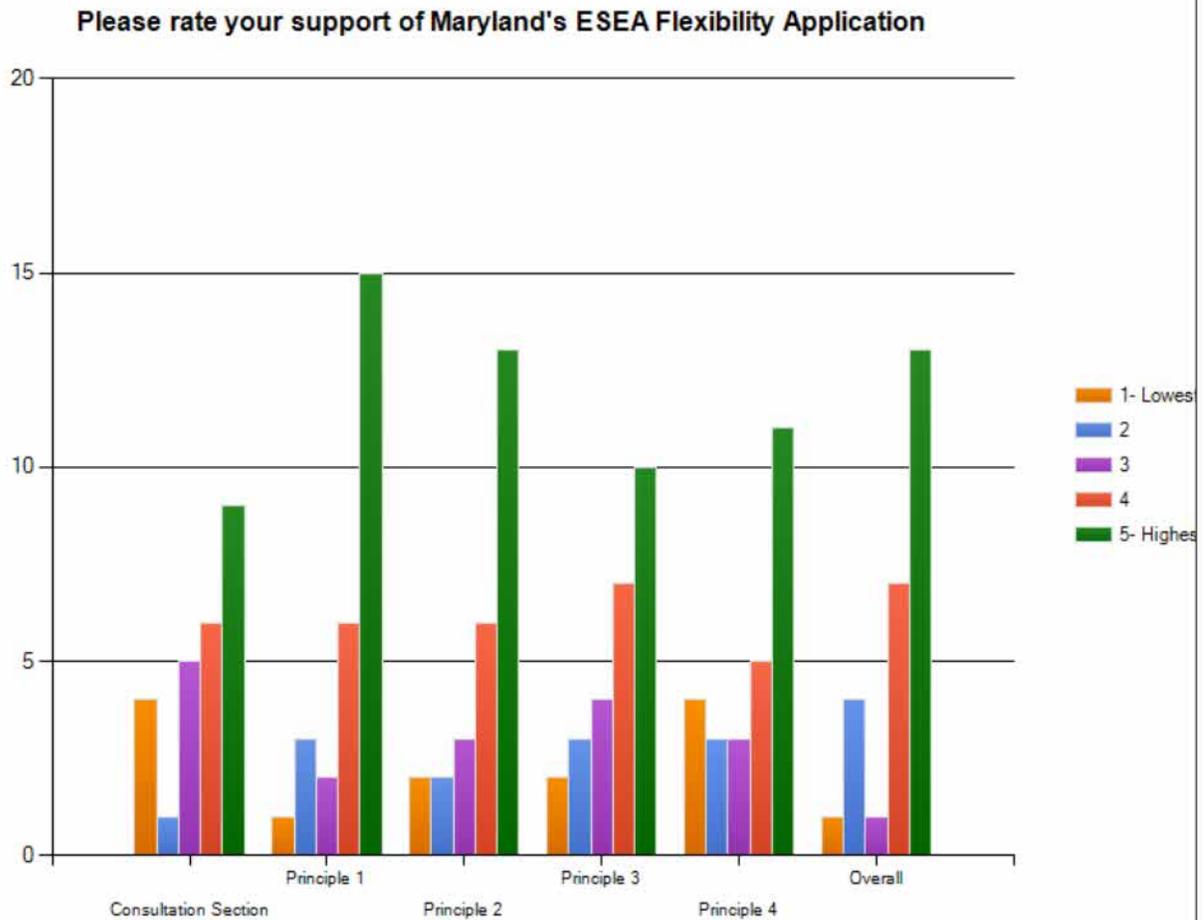
Feedback on Principle 3 was completed by 12 respondents. Overall, they responded that they were pleased with the steps Maryland has been taking to redesign its teacher/principal evaluation system. Positive comments included praise for considerations of student growth, allowing the option of a fourth rating category, and linking evaluation with professional development. Concerns included using the School Progress Index as part of the evaluation model, evaluating the effectiveness of the assessments to be used, and the evaluation cycle. MSDE has responded to many of these comments in the final application, including a clearer explanation of the School

Progress Index and how it will be used in the teacher/principal evaluation model.

There was no explanation of Principal 4, reducing duplication and unnecessary burden, at the time the draft proposal was posted. Therefore, many of the comments were about the lack of information. At the time of the posting, Maryland made a statement that it would evaluate and based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. Since the posting, Maryland has explained how the Master Plan process reduces the paperwork burden and that future meetings about this process will pay special attention to even further reduction of duplicative reporting without jeopardizing the integrity of the accountability systems.

One concern that was raised in the feedback process came from Supplemental Education Service (SES) providers mainly from Baltimore City with additional concerns from SES providers in Baltimore County and Prince George’s County. Because the flexibility would allow low-performing LEAs to use the funds they had been required to reserve for SES for other uses, SES providers are concerned that their services will be eliminated. Maryland has responded to this by clearly stating in the application that an LEA may still choose to use its funds for SES, although it will not be required to do so. Furthermore, Interim State Superintendent, Dr. Bernard Sadusky, met with a group of representatives from SES providers in the State to hear their concerns and explain Maryland’s position. Still, the SES providers encouraged parents to contact MSDE to advocate for “keeping” SES. As a result, each section of the feedback has some comments about maintaining the current SES programs. Additionally, MSDE received approximately 200 postcards that were pre-printed “Save SES” and approximately 20 calls from parents requesting the same.

Overall, MSDE was very pleased with the feedback and stakeholder input received through the public feedback survey. Twenty-nine of the respondents chose to rate the components of the application and the application overall. On a 1-5 scale with 1 being the lowest and 5 the highest, the overall application received a 4.04. A graph of the overall ratings is below:



Although some concerns were raised about specific portions of the application and the level of involvement certain groups had over others, MSDE is confident that consultation was approached in good faith in as many ways as possible. One respondent validated this impression by stating “The application paints an accurate picture of what has happened in the process of stakeholder involvement and reflects the current status of Maryland’s progress in meeting RTTT requirements and those of the ESEA waiver.” MSDE staff made a concerted effort to not only involve all stakeholder groups, but to respond to their concerns either verbally, through email, response letters, or in this application. Seventeen respondents chose to make general comments on the application. MSDE is especially proud of the following comment from the Maryland Down Syndrome Advocacy Coalition:

We want to applaud MSDE for its commitment to meaningful stakeholder input and the responsiveness of MSDE leadership who are involved with this effort. In addition, we want

to acknowledge that prior to releasing the draft, MSDE already made key decisions that demonstrate a strong commitment to accountability for students in every subgroup and to improve instruction through implementing Universal Design for Learning (UDL).

III. Engagement around Principle #1— College- and Career-Ready Expectations for all Students

Maryland’s work on engaging stakeholders to work on creating college- and career-ready expectations began before the opportunity for ESEA flexibility was announced. Like many other Race to the Top states, Maryland had already agreed to adopt the Common Core State Standards as part of its Race to the Top application. Importantly, this decision was informed by many of the stakeholders in Maryland.

Beginning in the summer 2002, Maryland departed from a long tradition of total local curriculum control to implement a Statewide Maryland curriculum. Maryland developed the Voluntary State Curriculum (VSC) in the summer 2002 and took the mathematics and reading curriculums to the State Board in June 2003. It was voluntary for LEAs to adopt the State curriculum. More than 900 educators throughout Maryland came together to develop the curriculum in English/Language Arts, mathematics, science, social studies, world languages, health, physical education, fine arts, and school library media, and to develop cross-cutting expectations and tools to help content-area teachers instruct English Language Learners (ELLs) and students with disabilities. Educators in each of the State’s 24 LEAs were deeply engaged in developing this curriculum. In 2008 the VSC became the Maryland State Curriculum and all 24 local districts aligned to this curriculum for the Maryland School Assessments (MSAs) and the High School Assessments (HSAs). This experience served as a model for engaging teachers and their representatives as Maryland adopted the Common Core State Standards in June 2010 and began development of the Maryland Common Core State Curriculum.

In both reforms, and as described below (see Principle 1), Maryland initiated meetings of cross-district, cross-discipline, and cross-grade-level (including higher education) to come together to develop a model curricular framework based on the Common Core State Standards. These cross area teams also included educators with a focus on English Language Learners and Students With Disabilities (SWD). MSDE shared the draft products iteratively with educators in each of

the 24 LEAs and in higher education for multiple rounds of feedback and redrafting until the writing teams were satisfied that the materials were of exceptional quality. The curricula were shared with grade-level teams at the Educator Effectiveness Academies (described more below) which MSDE conducted over the summer 2011. The participants in these Academies were tasked with bringing the information back to their own schools and had to develop a plan for doing so (See Principle 1 for a more complete description).

State Board adoption was the culmination of months of active participation by Maryland educators and stakeholders in the development of the standards. Three MSDE staff members provided feedback and guidance to the Common Core State Standards Initiative during the standards development phase. Four representatives from Maryland colleges and universities — Francis (Skip) Fennell (McDaniel College), Denny Gulick (University of Maryland, College Park), Bernadette Sandruck (Howard Community College), and Stephen Wilson (Johns Hopkins University) — also served on the standards development teams or feedback teams. In addition, MSDE, the Maryland State Education Association (MSEA), local colleges and universities, and the Maryland Business Roundtable provided extensive feedback.

To expand the base of participation, MSDE invited all 24 LEA supervisors in each of the content areas of reading, English/Language Arts, mathematics, science, and social studies to comment, along with all 24 Local Assistant Superintendents for Instruction, the 25 higher-education representatives on the Statewide Standards for College English Committee, and mathematics higher-education representatives.

Twenty-three of the 24 systems (90 educators in all) were represented at regular MSDE content briefings and feedback sessions on the Common Core State Standards. With the permission of the Council of Chief State School Officers (CCSSO), the 24 Local Assistant Superintendents received an overview of the draft K–12 Common Core State Standards at their February 2011 meeting and were given the opportunity to identify concerns. Moreover, to get a head start on the next phase of implementation, 10 Reading/English/Language Arts specialists from multiple LEAs and 14 mathematics specialists began comparing the draft Common Core State Standards

to the existing Maryland State Curriculum (see the gap analysis description in Principle 1).

Concerned about the difficulty in engaging higher education faculty and cognizant of how imperative their involvement was to creating college- and career-ready standards, MSDE contacted the University System of Maryland (USM) and the Maryland Higher Education Commission (MHEC) to set up a meeting specifically to gather feedback from the higher education faculty. Two meetings were held, one for English/Language Arts and one for mathematics, involving more than one hundred faculty and including not just teacher educators, but English and mathematics content faculty as well. MSDE staff from the Division of Instruction presented the draft of the curriculum frameworks for all grade levels in both content areas. Higher Education faculty reviewed the frameworks and offered feedback that MSDE staff then incorporated into the final frameworks. MSDE also used this opportunity to explain the Partnership for the Assessment of Readiness for College and Careers (PARCC) and the role higher education faculty could play in that work. (Appendix C-3)

Most importantly, this collaboration created a network of practitioners from the full P-20 spectrum to continue to work together to ensure that all students in Maryland are college- and career-ready. MSDE has continued to offer regional meetings for all teachers, principals, students, parents, other LEA representatives, higher education faculty, and any other interested stakeholders, to continue a dialogue about college- and career-ready standards (Appendix C-4).

Finally, MSDE publishes a monthly update on Race to the Top that often includes information about the progress on implementation of the Common Core State Standards and the PARCC Assessments. MSDE also issues a document titled “*Maryland Classroom*” that provides ongoing updates about all the initiatives in Maryland education. Both of these documents are published on the MSDE website and the *Maryland Classroom* is distributed in limited numbers to every school in the State. The purpose of both documents is to continue to reach out to the public and engage all stakeholders in all reform efforts in Maryland. (Appendix C-5 and can also be found at: http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top).

IV. Engagement around Principle #2— State-Developed Differentiated Recognition, Accountability and Support

Teachers and their representatives were also intricately involved in the development of the State differentiated recognition, accountability, and support system. MSDE held multiple meetings to solicit feedback from teachers and their representatives including presentations to Educators Association representatives. The National Teacher of the Year 2010, Michelle Shearer, and the Maryland State Teacher of the Year 2011, Joshua Parker, were both engaged directly about their thoughts and feedback on the process. .

MSDE held a stakeholder meeting for all the LEA superintendents and/or their accountability and assessment representatives to engage them in the development of this system. Eighteen of the twenty-four LEAs were represented. The group, which included at least six superintendents, reviewed the requirements and options for Principle 2. They agreed that they wanted to do an Index that expressed the value Maryland places on achievement, student growth, gap closing, college- and career-readiness, and the graduation rate. They discussed the options of super-groups, n-sizes, and which schools should be involved. They advised the MSDE staff drafting the model to keep it simple, align it with strategic initiatives, and base all components on presently available data, with the ability to add more as data became available.

In addition to the above mentioned meeting, MSDE provided updates and gathered feedback at the monthly PSSAM meetings in November and December 2011 and in January 2012. MSDE shared progress, data, and the draft Index. The superintendents' continuous feedback was utilized in the development of the models.

As the components of the new model were developed, MSDE staff shared them with all of the stakeholder groups MSDE works with as well as offering to visit all teacher education associations and any district that wanted more explanation and input. This resulted in attendance at Special Education Meeting, ELL Advisory Council, and an LEA Teacher Union meeting. At each meeting, staff presented the most recent version of the new recognition, accountability and reward system, solicited input and support and brought it back for consultation and action as

appropriate. The ELL Advisory Council recommended a differentiated approach to AYP for ELLs that links both a student’s time in an ESOL program and current English language proficiency level (beginning, intermediate, advanced) to expectations for achievement on State assessments. The ELL Advisory Council also felt that NCLB was an important catalyst for transparency and accountability regarding ESOL programs and ELL student achievement. The group cautioned that we do not want to lose ground related to this emphasis on rigor and accountability for ELLs. Additionally, special education advocates shared emails, letters and feedback on “n” size and discouraged the use of a super subgroup and the use of the IEP as a multiple measure. In response to this feedback and the suggestion that Maryland keep its small subgroup size for AYP purposes so as not to lose the focus on ELL and SWD students, MSDE is maintaining the current “n” size of 5 and is not requesting an increase in “n” size.

To continue feeding all the input into the model, MSDE formed an internal working group of Assistant State Superintendents, led by the Interim State Superintendent. This group included two consultants hired by MSDE to help develop the specific metrics. Meeting on an almost bi-weekly basis, every member of this group solicited feedback from stakeholder groups, brought it back to the authors, and was responsible for making sure all voices were heard, incorporated, and included in the final application while also responding to the feasibility of the model options.

V. Engagement around Principle #3 — Supporting Effective Instruction and Leadership

While the broad framework of Maryland’s new educator evaluation system has been established through State law, MSDE relied extensively on consultations, feedback, and focus-group discussions with teachers and principals from throughout the State to begin filling in key details and next steps. Similar to Maryland’s adoption of the Common Core State Standards, the work for this application actually began with the Race to the Top application. Specifically, a series of 24 focus groups consisting of 432 stakeholders — including superintendents, human resource directors, teachers, ELL and SWD educators, representatives of teacher associations, and representatives from higher-education teacher preparation and arts and sciences faculty —

provided input on the draft framework for teacher evaluations that was originally presented in Maryland's Race to the Top Application. Eleven focus groups engaged 200 principals and 30 supervisors of principals on the draft framework for principal evaluations. Just as a similar consultative process a decade ago helped the State shift to a mandatory curriculum (described in Principle 1) that was widely accepted and used, this outreach and consultation on the evaluation system has helped lay a strong groundwork and broader buy-in for the new evaluation system as Maryland shifts from a locally determined system to a Statewide framework with required components and consistent quality, but still with local flexibility.

Additionally, Maryland established the Maryland Educator Effectiveness Council (MEEC) which required the participation of representatives from individuals/groups such as: State Superintendent; Members of the General Assembly; Governor's Policy Director; State Board of Education; Local Boards of Education; LEA Superintendents; Maryland State Education Association; Baltimore Teachers Union; LEA Assistant Superintendents for Instruction; LEA School Business Officials; LEA Executive Officers; Local Accountability Coordinators; LEA Human Resources Directors; Title I coordinators; Principals; MSDE/LEA identified teachers; Institutions of Higher Education (USM system, private colleges and community colleges); Community/Business; PTA; National Psychometric Council; Maryland Assessment Research Center for Education Success (MARCES); and students. At least six teachers or their representatives were required to make up the Council. The job of this Council is to submit recommendations to the Governor, the General Assembly, and the Maryland State Board of Education for the development of a model evaluation system for educators. The interim report of this Council, informed by the pilots (discussed below) is the basis for the Maryland model that is included in this application.

As part of the work of the MEEC, Maryland held a series of think tank meetings that were designed around specific content areas. In addition to content areas, there were ESOL teachers, special educators, and Career and Technical Education (CTE) educator think tanks. The think tanks were charged with how to define student growth for content that is not part of the content accountability assessments and what measures would be used to then evaluate the teachers of the

specific subject or area. Some examples of feedback include: the group of ELL educators identified sample measures of an ESOL teacher’s effectiveness, English language proficiency assessment measures, and specific ELL “look-fors” for teacher observations and teacher portfolios; the Special Education group identified reasonable growth measures that included pre and post measures, improvement over baselines and growth from pre to post rather than IEPs; Science educators focused on quarterly assessments and portfolios; finally, mathematics educators recommended that student growth be incorporated with a focus on how pre and post tests are constructed. All recommendations were then presented to the Maryland Educator Effectiveness Council and were considered for incorporation into the report and pilot models.

Currently seven districts are piloting the system recommended by MEEC (see Principle 3 for more information). The leadership teams of these pilots, which include superintendents, district staff, principals and teachers, meet on a monthly basis and offer input and feedback into what is and is not working and how that information can be used to make adjustments to the Statewide model that will be piloted in the next school year. MSDE has hired three RTTT contractual employees who act as liaisons between the pilot districts, non-pilot districts, and MSDE to ensure a continuous feedback loop of communication and adjustment.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

As one of *Education Week’s* number one ranked school system in the nation and the *College Board’s* number one ranking in Advanced Placement performance, the Maryland Department of Education (MSDE) is always challenging itself to improve. MSDE’s core values of commitment to every student, belief that all students can and must learn, certainty that schools must help students grow, and conviction that the educator evaluation system must be equitable are achieved through data-driven accountability systems, high standards of excellence from teachers and principals and dynamic collaboration between Local Education Agencies (LEAs) and MSDE. Maryland’s ambitious mission is to provide every student with a world-class education that ensures post-graduation college- and career-readiness. Every student must be prepared to graduate from a Maryland public school with the content knowledge and learning skills to be successful in the future, whether post-secondary education, job training, or an immediate career.

Maryland’s excellence in education is made possible by seamless and supportive partnerships connecting the 24 LEAs with MSDE. Maryland continually challenges its education system to be “world class” by providing strong State education policy, programs, and leadership. Annual reports by every school system on student achievement are scrutinized within the framework of State and federal standards. LEAs are required to include strategies and methodologies for further improvement, which must be approved by the Maryland State Board of Education. Maryland educators built a homegrown Maryland Curriculum, aligned with the Maryland College and Career-Ready Standards, to help students achieve the national standards. Such cutting-edge activity is also visible in the emphasis on a Statewide technology infrastructure that links all data elements with analytic and instructional tools to better monitor student

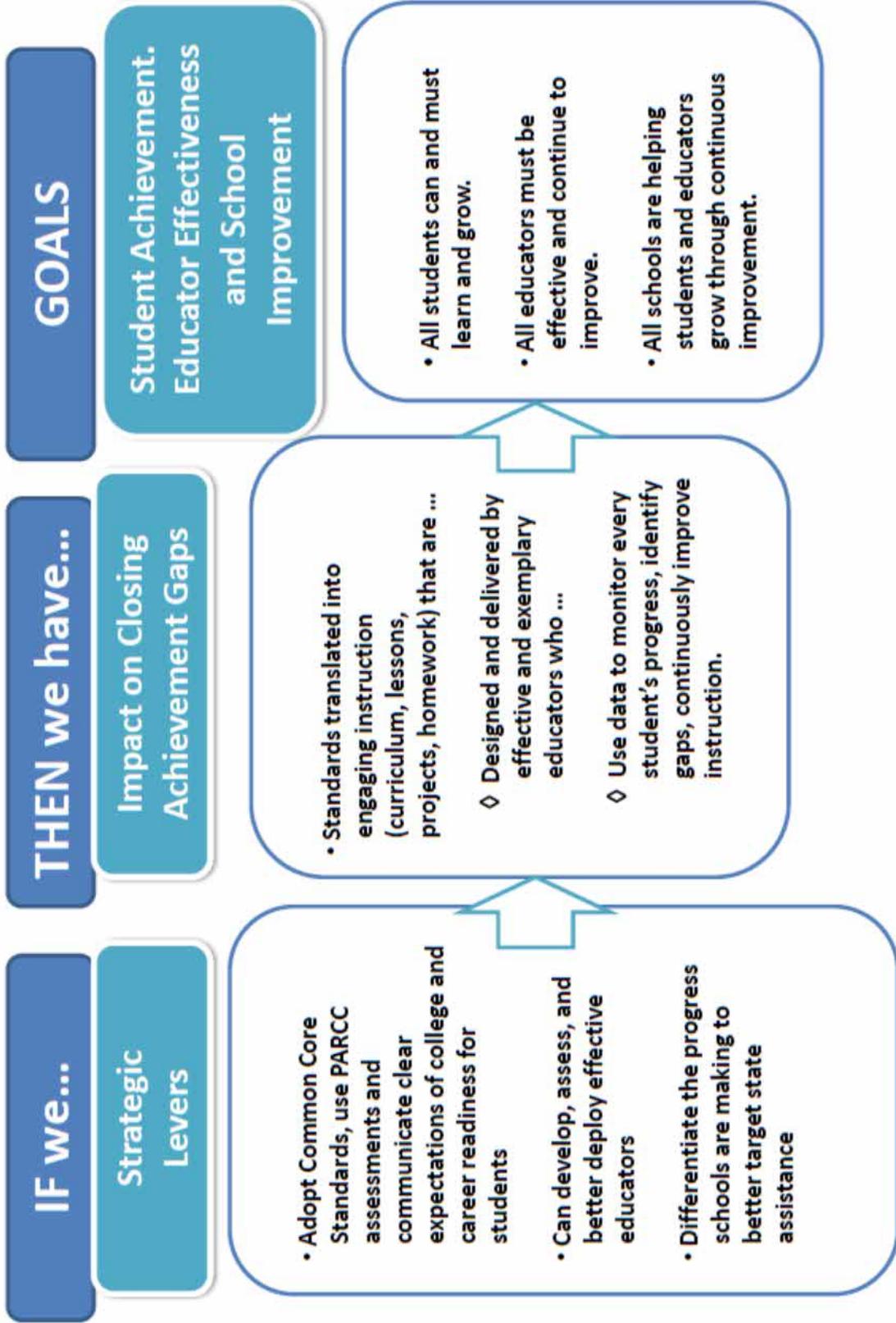
achievement.

In regards to Principle 1, Maryland adopted college- and career-ready standards for all students and signed a Memorandum of Understanding with the Partnership for Assessment of Readiness for College and Careers (PARCC), which is focused on developing summative assessments that will measure each student’s readiness for college and careers and will be sufficiently reliable and valid for student and school accountability. These assessment are being administered in the 2014-2015 school year. The new Maryland College and Career-Ready Curriculum Framework emphasizes the incorporation of Universal Design of Learning (UDL) principles. As for Principle 2, Maryland’s approach to differentiated recognition, accountability, and support built upon the differentiated accountability structure that Maryland has been using for the last four years with renewed attention to achievement, equity, growth, and attainment. MSDE continues to meet with stakeholders to develop a new accountability model that continues to build on the same core values. This model will be presented in January 2016 after MSDE has received PARCC data from the 2014-2015 administration. For Principle 3, Maryland is committed to taking bolder, more aggressive steps to develop an evaluation process for teachers and principals and use that information to help develop the strongest educator corps in the country. Finally, for Principle 4, the flexibility will help Maryland in consolidating similar reports to reduce the burden on schools and school systems in duplicating reports.

The implementation of the flexibility described in this ESEA flexibility request will enhance the ability of the Maryland State Department of Education and the local school systems to increase the quality of instruction for all students as well as improve their achievement levels. Maryland’s dedication to accountability, support for educators, spirit of collaboration, and insistence of excellence for all students were fundamental in helping Maryland win Race to the Top, and will continue to guide Maryland in preparing world-class students.

Maryland believes that at this time it is in our best interest to apply for the ESEA Flexibility Renewal; however, we reserve the right to withdraw from ESEA Flexibility and return to Annual Yearly Progress (AYP) at a later date within the three year period.

Maryland's ESEA Waiver Theory of Action



PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Maryland’s Plan for complete implementation is provided in table form in Appendix 1.B – a

narrative of the work is below:

I. Maryland's Definition of College and Career Readiness

Through work over recent years with the Maryland P-20 Council, the Maryland Business Roundtable for Education and our 24 Local Education Agencies, MSDE has developed the following definition for College- and Career-Readiness.

College and career readiness includes mastery of rigorous content knowledge and the abilities to apply that knowledge through higher-order skills to demonstrate success in college and careers. This includes the ability to think critically and solve problems, communicate effectively, work collaboratively, and be self-directed in the learning process. More specifically, a student who is college- and career-ready should:

- Be prepared to succeed in credit-bearing postsecondary introductory general education courses or in an industry certification programs without needing remediation;
- Be competent in the *Skills for Success (SFS)* which can be found at <http://www.marylandpublicschools.org/NR/rdonlyres/2990BAB1-3E67-4E08-9D0E-297014ADE008/10606/SFSFeb1998.pdf>. (SFS includes learning, thinking, communication, technology, and interpersonal skills.)
- Have identified potential career goal(s) and understand the steps to achieve them; and
- Be skilled enough in communication to seek assistance as needed, including student financial assistance.

II. Adoption of Common Core State Standards (CCSS)

On June 1, 2009, Maryland signed the Memorandum of Agreement to participate in the development and adoption of internationally benchmarked State standards through the Common Core State Standards Initiative led by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). This initiative now includes 43 other states, the District of Columbia, and three U.S. territories. At that time, Governor Martin O'Malley stated, "Maryland has a long history of high educational standards, which have helped our State to be recognized as the number one-ranked system in the nation. At the same time, our schools and our students must compete globally, and we must continue to raise expectations." The standards were adopted by the Maryland State Board of Education on June

22, 2010 (Attachment 4 is an excerpt from the minutes of that meeting- the complete minutes can be found at: <http://www.marylandpublicschools.org/NR/rdonlyres/5D922A58-42B9-420F-997F-11CF4B13DEB4/24679/June222010.pdf>).

The Common Core State Standards represent an important evolution in standards-based reform, an area where Maryland has demonstrated leadership since the 1980s. Indeed, in 2011, Education Week's *Quality Counts* report gave the State's standards an A ranking. Maryland has led the nation in establishing strong academic standards and accompanying curriculum; shown how to effectively engage hundreds of teachers, Local Education Agencies (LEAs), and Institutions of Higher Education (IHEs) across the State in developing standards and the State Curriculum; sought outside experts to evaluate the quality of the curriculum; and benchmarked the State's standards and curriculum against those used in high-performing states and countries. In 2007–08, to ensure that its standards were world class and rigorous enough to prepare students for college and careers, Maryland aligned its high school curriculum with the American Diploma Project's College- and Career-Ready Benchmarks in reading, English/Language Arts, and mathematics.

Given this track record for Maryland, the Common Core State Standards are the logical next step in providing a set of rigorous expectations for the State's schools to build on the work the State has accomplished over the past two decades. The standards provide the essential foundation to ensure that all students, including those who traditionally have not succeeded at higher levels, have access to the challenging educational opportunities that more privileged students have long taken for granted. As described more fully below, Maryland plans to take essential steps over the next several years to make these standards accessible to all Maryland teachers and students with a specific focus for students with disabilities and English Language Learners by incorporating Universal Design Learning (UDL) principles throughout the standards (Appendix 1.B).

III. Gap Analysis

After the adoption of the Common Core State Standards, MSDE's Division of Curriculum, Assessment, and Accountability (DCAA) created and shared a transition plan. The first step in

the transition process was to review the final version of the Common Core State Standards (CCSS) and compare them to Maryland's State Curriculum. Members of MSDE's DCAA staff invited educators from LEAs, including ESOL teachers and Special Educators, and higher education to compare the State Standards in mathematics and Reading/English/Language Arts with the CCSS using the Achieve Common Core Comparison Tool (CCCTool). The information provided by this tool was a roadmap to guide State teams in updating the Maryland College and Career-Ready Standards curriculum resources, developing tools for Maryland educators and providing professional development. During the months of August and September 2010, educators completed the match and rate process. This information forms the data set and reports that curriculum revision teams used to create the Maryland College and Career-Ready Curriculum Frameworks, and produce and identify materials for the Online Instructional Toolkit.

Mathematics

The CCCTool for mathematics indicated that 88% of the Common Core State Mathematics Standards matched Maryland mathematics standards; there are 495 Common Core State Mathematics Standards. The strength of the matches is categorized as excellent, good, or weak. Twelve percent of the Common Core State Mathematics Standards had no match in the Maryland mathematics standards. The mathematics teams considered the strength of the matched standards, as well as those standards that have no match, as they developed curricular documents and tools. Grade level differences were reviewed and appropriate adjustments to the Common Core State Curriculum were completed by May 2011.

Of the 495 Common Core State Mathematics Standards, 55 are "+" standards (all in grades 9 – 12). This means that these standards are not required for students to meet the College- and Career- Ready standards but represent additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics. These "+" standards are the weakest match between the Common Core State Standards and Maryland mathematics standards with a 42% match. The strongest matches occurred in grades K – 5 where the match was 100%.

Overall, Maryland teams identified the strength of the matches in mathematics:

52% (n=258)	Excellent match
21% (n=103)	Good match
15% (n=76)	Weak match
12% (n= 58)	No match

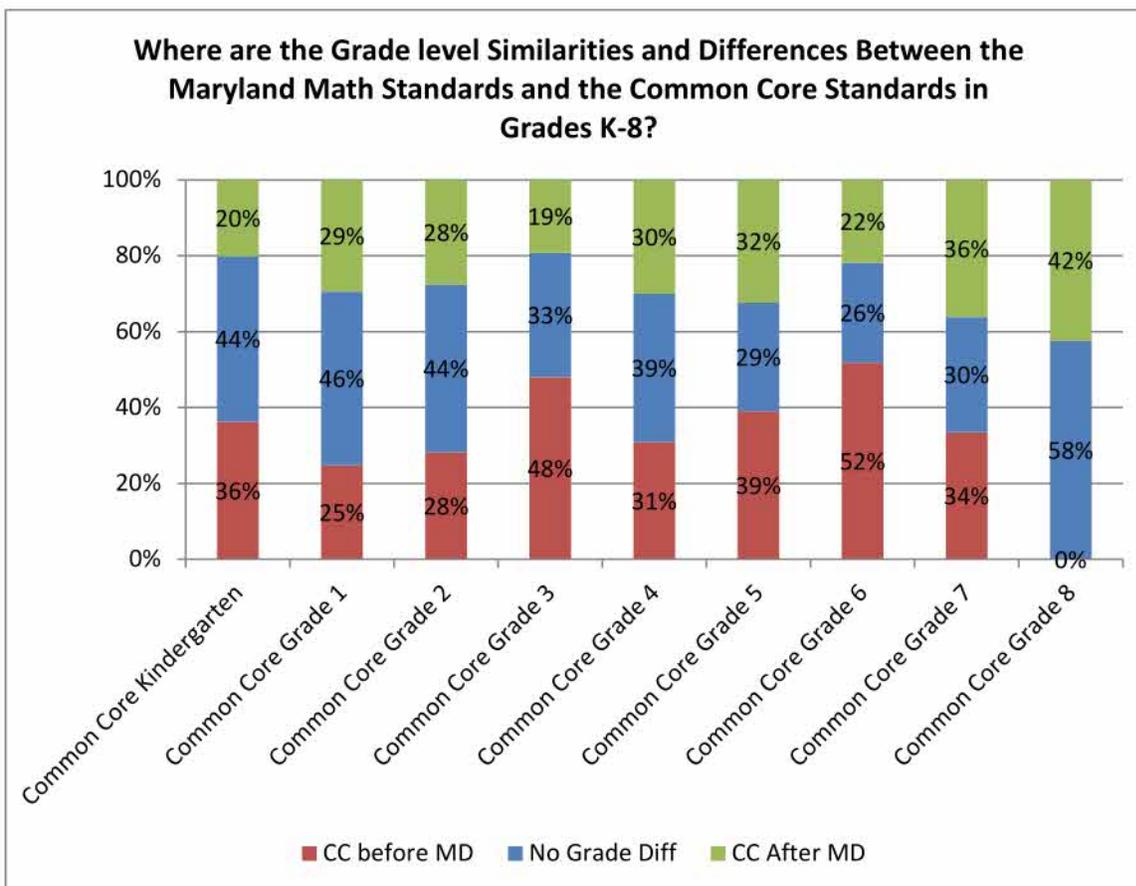
Common Core State Mathematics Standards Frequency Table for Maryland

Grade	Total # of CC standards at grade level	% of Common Core matched	Excellent Match to MD	Good Match to MD	Weak Match to MD	No Match to MD
Grand Total	495	88%	258	103	76	58
K-12 Math Practices	8	100%	2	3	3	0
Kindergarten	25	100%	20	4	1	0
Grade 1	21	100%	13	7	1	0
Grade 2	26	100%	21	4	1	0
Grade 3	35	100%	25	10	0	0
Grade 4	35	100%	30	1	4	0
Grade 5	36	100%	23	6	7	0
Grade 6	43	93%	33	4	3	3
Grade 7	43	84%	21	11	4	7
Grade 8	33	94%	19	7	5	2
Grade 9-12 (Total)	190	76%	51	46	47	46
9-12 non “+”	135	90%	43	43	35	14
9-12 “+” standards	55	42%	8	3	12	32

Grade Level Comparisons

The table below indicates the percentages of matched standards at the same grade levels. However, the number of weak and good matches is significant and requires changes in the Maryland Mathematics Curriculum. These differences in grade level content had

implications for the curriculum revision teams for classroom instruction, assessment, professional development, and curriculum materials. The red area indicates that college- and career- ready standards are taught before they would be taught in the Maryland State Curriculum. The blue area indicates that college- and career- ready standards are taught at the same time as they would be taught in the Maryland State Curriculum. The green area indicates that college- and career-ready standards are taught after they would be taught in the Maryland State Curriculum.



English/Language Arts and Literacy in History, Science and Technology

The CCCTool for English/Language Arts (ELA) indicated that 89% of the Common Core State ELA Standards matched Maryland ELA standards; there are 1019 State Core ELA Standards; this includes the College and Career-Ready Anchor Standards and the Literacy in History, Science and Technology Standards.

The strength of the matches is categorized as excellent, good, or weak. Eleven percent of the Common Core State ELA Standards had no match to Maryland ELA standards. The ELA and literacy teams considered the strength of the matched standards as well as those standards that have no match as they developed curricular documents and tools. Grade level differences were also reviewed and appropriate adjustments to the Common Core State Curriculum were completed by May 2011. Most of the ELA matches were on grade level.

The teams reported that writing standards matches presented the most differences because the State Curriculum standards are written as process and the CCSS are written as product.

Overall, Maryland teams identified the strength of the matches in ELA*:

50% (n=433)	Excellent match
22% (n=196)	Good match
17% (n=144)	Weak match
11% (n=95)	No match

*The 32 College- and Career-Ready Anchor Standards and the Literacy in History, Science and Technology standards are not included in this count.

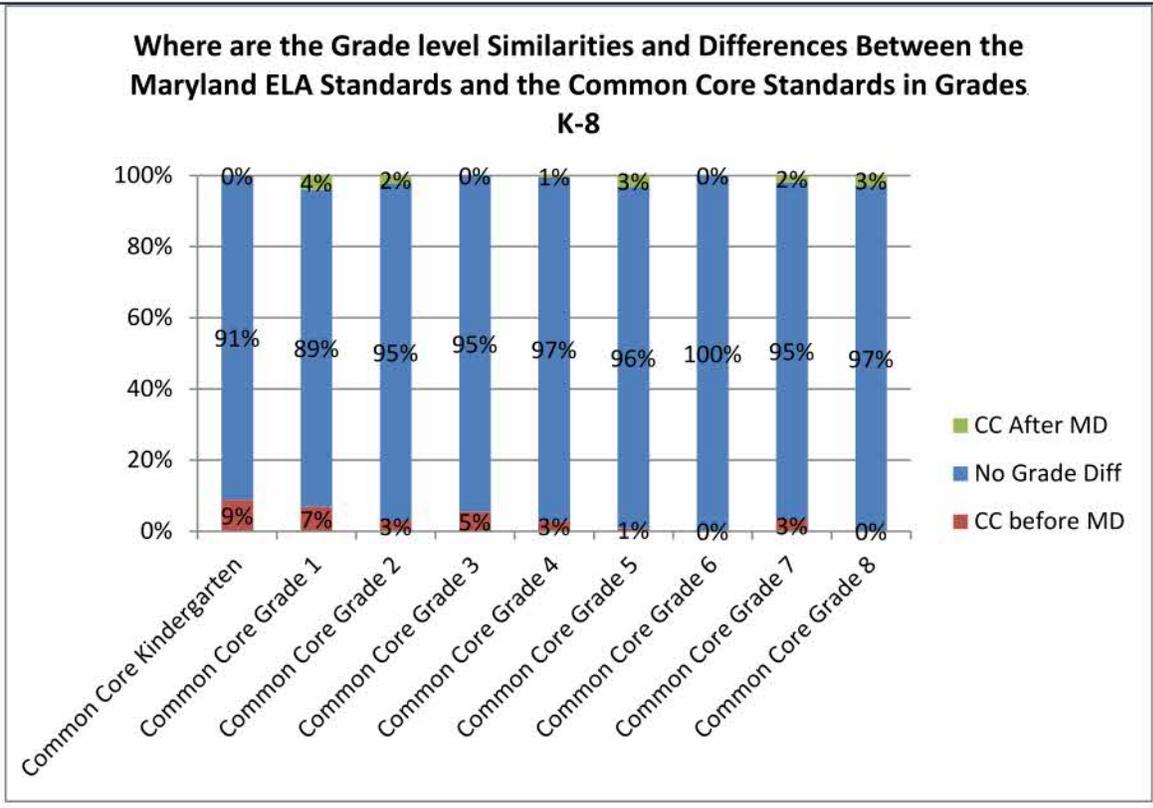
Common Core State ELA Standards Frequency Table for Maryland

Grade/ Grade Band	Total # of Common Core standards at grade level	% of Common Core matched	Excellent Match to Maryland (# of 3s)	Good Match to Maryland (# of 2s)	Weak Match to Maryland (# of 1s)	# of non-matched standards
Total	868	89%	433	196	144	95
Kindergarten	72	88%	35	18	10	9
Grade 1	81	90%	47	20	6	8
Grade 2	71	94%	51	11	5	4

Grade 3	90	93%	54	21	9	6
Grade 4	87	87%	40	24	12	11
Grade 5	85	87%	41	19	14	11
Grade 6-8	79	87%	20	18	31	10
Grade 9-10	76	75%	14	25	18	19
Grade 11-12	78	82%	22	19	23	14

Grade Level Comparisons

The table below indicates the percentages of matched standards at the same grade levels. Differences in grade level content had implications for the curriculum revision teams for classroom instruction, assessment, professional development, and use of curriculum materials. The red area indicates that college- and career- ready standards are taught before they would be taught in the Maryland State Curriculum. The blue area indicates that college- and career- ready standards are taught at the same time as they would be taught in the Maryland State Curriculum. The green area indicates that college- and career-ready standards are taught after they would be taught in the Maryland State Curriculum.



This gap analysis was presented to the State School Board in October 2010. Appendix 1.B.1 contains an excerpt from the minutes of that meeting— the complete minutes can be found at: <http://www.marylandpublicschools.org/NR/rdonlyres/5D922A58-42B9-420F-997F-11CF4B13DEB4/27202/October262010.pdf>).

It is important to note that when teams of Maryland educators developed the Maryland College and Career-Ready Curriculum Frameworks (discussed below) during 2010-2011 school year, they specifically identified the excellent matches. The Maryland Curriculum Frameworks include each grade level standard and the “Essential Skills and Knowledge” needed to master that standard. This information was part of the Educator Effectiveness Academy in 2011 (also described below). Additionally, workshops on addressing the transition have targeted specific changes that need to occur which includes addressing standards identified as a low/no match in the CCSS gap analysis or that had a grade misalignment.

IV.Maryland College and Career-Ready Curriculum Frameworks

Adopting the world-class expectations embodied in the Common Core State Standards is just the first step Maryland took to ensure that *all* high school graduates are ready for college and careers. The standards are an important foundation. But to meet its ultimate goal of preparing all students for college and careers — including students traditionally not meeting standards — the State had to find and fund more effective strategies for ensuring that these standards make their way into every classroom. The standards had to be: (1) translated into challenging and engaging curriculum, lesson plans, classroom projects, and homework assignments; (2) delivered by effective instructors in schools that are managed by effective principals; and (3) supported by a technology infrastructure and longitudinal data system that can identify achievement gaps among students and help educators intervene in a timely way to close those gaps. Race to the Top has allowed Maryland to re-examine every aspect of its instructional system. The implementation strategies described below and in subsequent sections of this application will ensure that the State closes its persistent achievement gaps and, in the process, lives up to its commitment to transition from national leadership to world-class excellence — and not just for the majority of students who already do well, but also for those who traditionally have lagged behind.

Aligned Curriculum Resources:

After the Maryland State Board of Education approved the Common Core State Standards in June 2010, Maryland began a year-long, Statewide, participatory process to revise its curriculum resources to align with these new challenging standards. Hundreds of classroom educators, including educators of English Language Learners (ELL), Students with Disabilities (SWD), and Gifted and Talented (GTE) students, instructional coaches, LEA curriculum, assessment, and accountability leaders, and members of the higher education community collaborated to refine and align the current Maryland State Curriculum Resources with the Maryland College and Career-Ready Standards through the creation of curriculum frameworks. The new Maryland College and Career-Ready Curriculum Frameworks were accepted by the Maryland State Board of Education in June 2011 — an accelerated process made possible by the State’s previous work in this area. (Previous to the adoption of the Maryland College and Career-Ready Standards in 2011 and after the adoption of the Common Core Standards in 2010, Maryland referred to the Standards as the Common Core State

Standards.) These frameworks are available at www.mdk12.org.

Online Instructional Toolkit:

The State curriculum frameworks, in turn, provided the starting point for the redesign of a widely used and admired online resource for teachers: Maryland’s current Online Instructional Toolkit found at the www.mdk12.org website. This content-rich, instantly accessible resource bank was developed in response to teacher requests and links instructional tools, such as curricular objectives, lesson seeds, instructional resources, and annotated publicly released assessment items, to State standards. Maryland teachers, as well as educators across the country, have used this website extensively. For example, in 2009, the website had more than 16 million page views by 1,666,704 unique users. This website is now so ingrained in the culture of Maryland teachers that when the Maryland Business Roundtable hosted teacher focus groups in March 2010 to discuss how teachers wanted to access STEM resources, such as instructional materials and industry externships, teachers said, “The materials must be meta-tagged to the State curriculum and available to us like the mdk12 website.”

The items in the toolkit were provided by vendors, state partners, and MSDE. The review process for vendors was part of the Requests for Proposal that accompany each item, and for state partners to work under a memorandum for understanding. The model units and lessons being developed by Maryland educators and facilitated by curriculum specialists at the Maryland State Department of Education were and will continue to be reviewed using the EQIP Rubric, developed collaboratively with other states and facilitated by Achieve, Inc. The Intervention and Enrichment modules, developed in collaboration with a vendor, were written and reviewed with the assistance of Maryland educators and MSDE specialists in 2012 and 2013. Thirteen adolescent literacy modules were developed in partnership with Maryland Public TV; these modules provide examples and guidance that align to research simulation. In 2012 and 2013, literacy specialists at MSDE worked with educators across the state to develop guidance documents around the literacy standards for social studies and science educators. New intervention and enrichment modules aligned to the Literacy Standards for history/social studies, science and technical subjects are under development by Maryland Public TV and

Maryland educators. MSDE specialists will review the modules; the modules will be uploaded to the Blackboard website for the 2015-2016 school year.

It is important to note that LEAs in Maryland choose their own instructional materials. However, information from PARCC has been shared and discussed, such as the Publishers' Criteria for ELA/Literacy, as well as the PARCC Model Content Frameworks. These documents, including a guidance document developed by Student Achievement Partners, guide educators in criteria for choosing instructional materials. At the Assistant Superintendents' Retreat in February 2014, assistant superintendents and content supervisors from across the state attended a workshop on the Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards. Achieve, Inc., has also developed rubrics for OER (Open Educational Resources) that have been shared and discussed with LEAs. At the 2011 Educator Effectiveness Academies, information on determining text complexity was part of the English/Language Arts/Literacy sessions. During the summer 2012, more detailed information on determining text complexity was included in the Educator Effectiveness Academy. Through all of these options, MSDE is ensuring, where appropriate, that textbooks and other common instructional materials are aligned with the new standards.

Educator Effectiveness Academies:

As the Maryland College and Career-Ready Standards Curriculum frameworks were created, MSDE in collaboration with the local assistant superintendents began developing a structure for the Educator Effectiveness Academies (described below) (Appendix 1.B.2). The principal and three lead teachers from every school in the state attended the academies in the summers 2011 and 2012. The principal and up to 5 lead teachers from every school in the state attended in summer 2013. In addition, LEA central office staff and staff from Institutes of Higher Education were in attendance. Content for academy sessions was created by MSDE curriculum content offices and focused on developing awareness and knowledge of the Maryland College- and Career-Ready Standards, the instructional shifts aligned to the Standards, and development of lessons and lesson plans . At the end of each Academy , school teams used Academy materials and resources to create individualized school transition

plans for their schools to shift from the Maryland State Curriculum to the newly aligned Maryland College and Career- Ready State Standards. Additionally, the monthly assistant superintendents' meetings, led by the Assistant State Superintendent of the Division of Curriculum, Assessment and Accountability, have had a dedicated agenda item to transitioning to the Maryland College and Career- Ready Standards, including sharing content specific approaches, walking through exercises that can be replicated, analyzing connections with new PARCC assessment information and PARCC content framework information. In the 2014-2015 school year, assistant superintendents are receiving updates on the PARCC Practice Tests, Lessons Learned from the PARCC Field Test, information on the Accessibility and Accommodations Manual, and professional development modules.

V. Individual School Transition Plans— Summer Educator Effectiveness Academies & Professional Development for New Curriculum and Curriculum Resources

Educator Effectiveness Academies 2011, 2012, and 2013:

As part of the Race to the Top grant, MSDE conducted 11 regional Educator Effectiveness Academies during the summer 2011; 10 regional Educator Effectiveness Academies during the summer 2012; and 11 regional Educator Effectiveness Academies during the summer 2013. Every school in the State sent a team which consisted of the principal, one ELA teacher, one Mathematics teacher and one STEM teacher. More than , 23,000 teachers, principals, LEA central office staff, and members of Institutes of Higher Education attended these Academies over the three summers. The outcomes of the summer 2011 Academies were to:

1. Develop knowledge of the Maryland Common Core State Curriculum Standards and Framework;
2. Develop an understanding of the relationship between Maryland's vision of STEM and the Maryland Common Core State Curriculum Framework;
3. Provide feedback, modifications, and additions to curriculum work completed in 2010-2011;
4. Analyze the Academy content presented to identify prerequisite skills needed and appropriate strategies for scaffolding instruction to build capacity for addressing diverse learning needs; and

5. Create a one-year transition plan for schools to deliver Academy content to staff in order to begin the transition to the Maryland College and Career-Ready Standards.

The outcomes of the summer 2012 academies were to:

1. Use English Language Arts or mathematics model units, model lessons, and resources to support CCSC implementation;
2. Increase the skills and knowledge of school staff in the history/social studies, science and technology literacy standards to support CCSC implementation;
3. Increase the skills and knowledge of school staff in the Maryland STEM Standards of Practice and Frameworks;
4. Understand and analyze the critical shifts in instruction necessary to align with the Maryland College- and Career- Ready Standards and the PARCC assessments; and
5. Create a a school transition plan to guide school staff in full implementation of the Maryland College- and Career-Ready Standards and STEM Education.

1. The outcomes of the summer 2013 academies were to: Build internal capacity for full implementation of the Maryland Common Core State Curriculum (MD CCSC) and STEM Education

- a. *Mathematics and English/Language Arts* – Understand the implications of the shifts in instruction; examine the PARCC resources; and apply best practices to maximize student learning
 - b. *Disciplinary Literacy* – Understand the implications of the literacy shifts in instruction; identify the best practices that maximize student learning; and identify the interdisciplinary connections of the MD CCSC with the Next generation Science Standards and with the College, Career, and Civic Life Framework in social studies;
 - c. *STEM Education* – Understand how the Maryland State STEM Standards of Practice can be incorporated across all disciplines, and how they are aligned with college and career ready standards;
2. Develop an understanding of the structure, content, and resources available in the Race to the Top online portal that support implementation of ELA, Mathematics, STEM, and Disciplinary Literacy; and

3. Create a school transition plan to guide school staff in full implementation of the Maryland College and Career-Ready Standards, STEM Education, and the Teacher and Principal Evaluation (TPE) system.

As a component of all summer academies, all schools were given a transition plan template that included how SWD and ELL educators will be trained to support Common Core State Standard implementation, a rubric, and questions to consider as they developed their transition plans (Appendix 1.B.3).

To support educators of Students With Disabilities and English Language Learners, additional briefings on the content of the Educator Effectiveness Academies were held prior to the Academies themselves.

To more specifically address the needs of specialized educators, in school year 2013-2014, approximately 175 general and special educators and central office staff (from both general and specialized education) co-supported face-to-face regionalized Communities of Practice for Specialized Educators sessions. These sessions, offered across the State, focused on building the capacity of local leaders and teachers in the development of high-quality Standards-Based Individualized Education Programs (IEPs) and the implementation of behavioral and academic Multi-Tiered Systems of Support (MTSS) that include differentiated instruction. Strategies for increasing access and equity as well as effective implementation of summative and formative assessments were offered through Webinars before and after the face-to-face sessions with topics identified through a local leader needs assessment. Local leaders have requested that there be a continuation of the Communities of Practice for Specialized Educators that continues to focus on Standards-Based IEPs and MTSS and expands in scope based on data patterns and questions from the field.

Academy Participant Responsibilities:

Staff members attending the Academies with their principal agreed to plan and organize, in collaboration with the principal, professional development activities during the school year that would assist all staff members, including Special Education and ELL educators, in

developing a working knowledge of the Maryland Common Core State Curriculum Framework. Members of the school team also agreed to participate in on-line follow-up sessions. Participants utilized Maryland's Instructional Improvement System as described in the Race to the Top application. This includes information regarding new summative assessments to be developed by the PARCC consortium, effective use of formative assessment tools, and the Instructional Improvement System. The composition of school teams is determined by the principal.

Academy Format:

Master teachers from general, special education and ELL co-planned and co-implemented Academy sessions which grouped participants by content area and grade level (elementary, middle, high) in classes of approximately 25. School principals engaged in activities in collaboration with their teachers in addition to job-alike sessions. Time was provided for school team planning (Appendix 1.B.4).

Selection for the Master Teachers for all Academies is a collaborative process between the MSDE's Professional Development Team in the Division of Curriculum, Assessment, and Accountability and Maryland's 24 Local Education Agencies. The required qualifications include a Master's degree or Advanced Professional Certificate; successful teaching or co-teaching in Reading, English Language Arts, Math, or STEM related field; A thorough understanding of the existing Maryland College and Career- Ready Standards Curriculum Frameworks; Evidence of providing professional development at the school, district, state, and/or national level; and evidence of experience/ participation in an online environment. Preferred qualifications include previous Educator Effectiveness Academy Master Teacher experience (for 2012, 2013 academies); National Board Certification, Governor's Academy teaching experience; Experience in adult learning theory and practice; Leadership experience; Experience delivering content in an online environment; and participation in curriculum development. Attached are documents that include the qualifications, the application process, the announcement for the application, the application, and rubric (Appendix II- 1). Candidates submitted their applications to their local system coordinator and that system convened committees to vet the applications. Every LEA then forwarded their top candidates to

MSDE. The MSDE Professional Development Team worked with the LEA-selected candidates on placement at the Educator Effectiveness Academy sites.

Academy Evaluation:

In June 2011, an MOU was signed by MSDE and University System of Maryland (USM) to evaluate MSDE's Race to the Top work. The Center for Application and Innovation Research in Education (CAIRE) is the USM organization responsible for this program evaluation. Each year of the grant, CAIRE: evaluated the Educator Effectiveness Academy and related LEA transition plans; reviewed project schedules; conducted a three-phase evaluation – product/process, utilization, and impact— of the 54 RTTT projects; and conducted reviews of LEA goals and initiatives.

In the first round of their evaluation CAIRE staff evaluated the Educator Effectiveness Academies from summer 2011, focusing specifically on the quality of the school transition plans. After the summer 2012 and 2013 academies, CAIRE surveyed Academy participants. Data from CAIRE and DCAA surveys revealed:

- 94.2% of survey respondents found the content *relevant* to increasing professional effectiveness.
- 89.7% of survey respondents found the content *helpful* to increasing their professional effectiveness.
- At the end of summer 2013, 92.2% of academy survey respondents said that the content of the academies assisted them in building internal capacity for full implementation of the CCR Standards and STEM education
- At the end of summer 2013, 74.7% of academy survey respondents said that the resources on MSDE's Blackboard Learn that were examined at that summer's academy were helpful. Blackboard Learn was first launched in June of that summer.

Each summer academy included follow-up sessions to be offered during the following school year. The follow up sessions for the academies in 2011 and 2012 were pre-recorded and released online in two sets—one set was posted in the fall and the second set was posted in the

The follow up after the 2012 academies included 16 videos of master teachers delivering model lessons to their students aligned to the instructional shifts of the Maryland College- and Career- Ready Standards. The follow up to the 2013 academies consisted of a webinar series that was presented live with the opportunity for discussion and a question/answer portion. This webinar series began in fall November 2013 and is still being conducted. Between two and eight webinars are held each month. Content of the webinars is based upon meetings with stakeholders and conversations with Maryland Educators at LEA support visits and educator open forums. MSDE professional development staff facilitate the webinars, which include presentations from MSDE content specialists, LEA general, special education and ELL teachers, administrators, and national presenters.

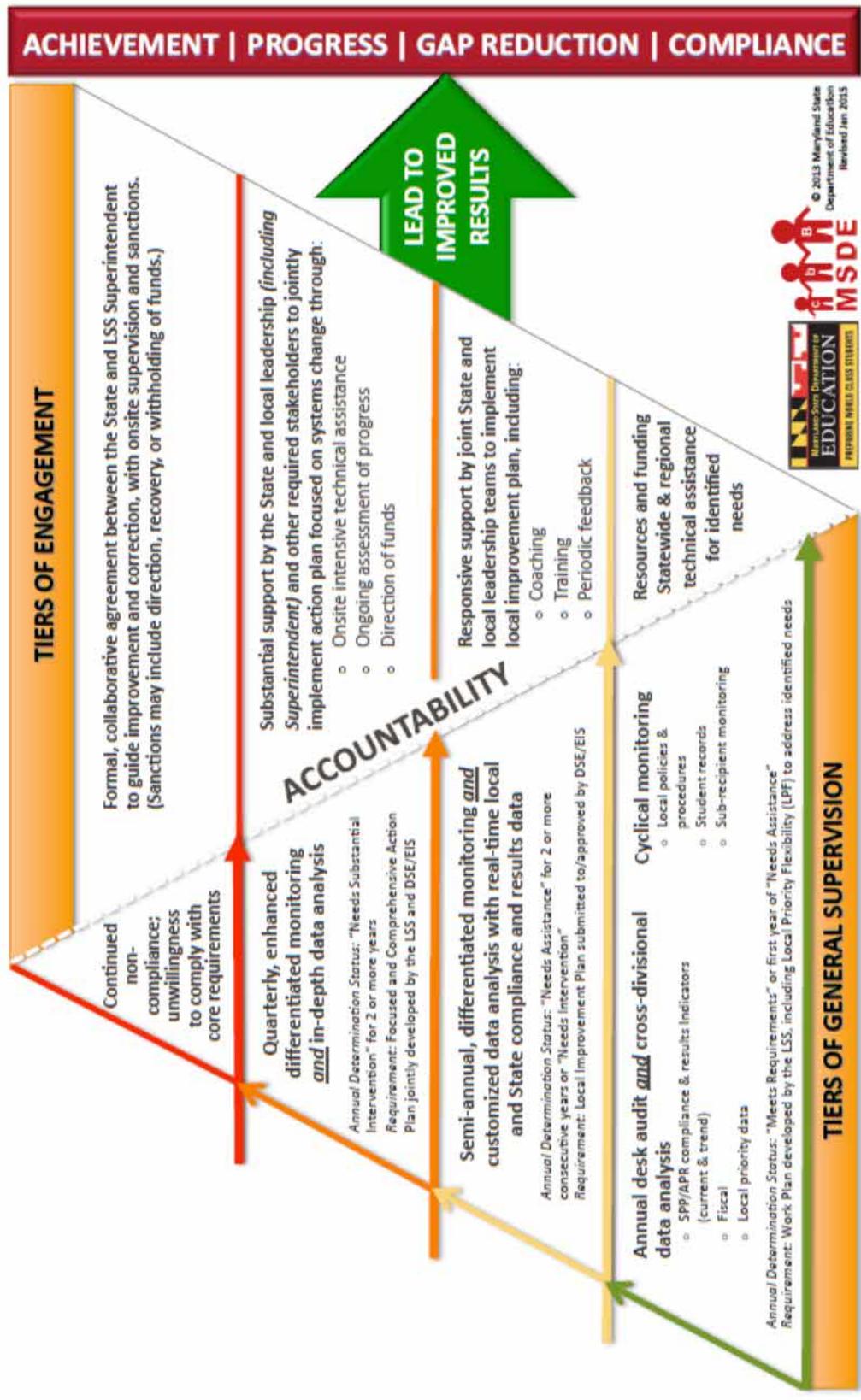
In addition to the academy follow-up sessions, materials for the academies were placed on MSDE's Blackboard Learn for LEAs, schools, and individual educators to use for professional learning. LEAs and schools have reported using these for school-wide and district-wide professional learning. Many LEAs held their own academies, modeled after the MSDE summer academies and using the summer materials. Many LEAs and schools have requested that the materials stay on Blackboard Learn indefinitely. In addition, MSDE contracted with Towson University to film selected 2012 and 2013 academy sessions. From this filming DCAA collaborated with Towson University to create 75 videos of academy sessions as stand-alone professional learning modules. These have been placed on Blackboard Learn.

MSDE is committed to using a tiered approach to narrow the gap for students with disabilities and their non-disabled peers. Each LEA is unique, and their needs for general supervision and engagement vary greatly depending upon numerous factors. Supported through a reorganization of the DSE/EIS Division and a commitment to cross-matrix leadership, staff monitoring and providing technical assistance and support to programs in a more effective, efficient, and systematic manner. An LEA is assigned to one of four tiers – **Universal, Targeted, Focused, or Intensive** – of general *supervision* based upon performance on the IDEA State Performance Plan and Annual Performance Report (SPP/APR) compliance and results indicators, correction of noncompliance, analysis of data, fiscal management, and monitoring findings. This comprehensive information is used to provide differentiated tiers of

engagement focused on building local capacity to improve results and includes directing State resources to support local work (See Diagram below). All LEAs in Maryland have actively participated in Universal supports designed and implemented to narrow the gap. Three (3) LEAs are currently receiving technical support to assist in increasing their capacity to effectively and efficiently meet State and Federal Part B guidelines. Targeted and Focused technical assistance has been provided through digital formats, teleconferences and face-to-face sessions.

The Division of Special Education/Early Intervention Services Differentiated Framework

Tiers of General Supervision and Engagement to Improve Birth-21 Special Education/Early Intervention Results



LEA Support Visits:

All state LEAs fully implemented the Maryland College- and Career- Ready Standards during the 2013-14 school year. Throughout 2013-14, DCAA professional learning staff and content office staff conducted support visits to all 24 state LEAs. At each LEA, 2-3 schools were visited, including classroom observation on the elementary and secondary level and candid conversations with teachers and central office staff regarding implementation needs. The visits also included an Open Forum available to all teachers in the LEA where they could meet with MSDE staff to ask content questions and clear up misconceptions or misinformation. MSDE content specialists from English/language arts, mathematics, social studies, science, STEM, GT, ELL, and Special education attended the visits. Feedback from these LEA support visits was used to inform the content of professional learning planned for 2013-14 academy follow-up sessions and Community of Practice for Specialized Educators. It was also used to gather information regarding educator needs related to additional resources and professional learning.

Maryland Learning Links (MLL) is a comprehensive website

(<http://www.marylandlearninglinks.org/>) designed for everyone who has an interest in topics around early intervention and specialized education. It brings together innovative resources along with real-time information from and for practitioners, families, researchers, and experts. MLL provides an easy to navigate collection of media-rich resources. In an effort to open communication for families and educators MLL features a YouTube channel

(<https://plus.google.com/110769283930644323019/videos>) with an average of 14,282 visitors per month. MLL social media outreach includes a Facebook page

(<https://www.facebook.com/pages/Maryland-Learning-Links/12930493718489>) with an average 3,600 visitors per month, a Pinterest Page

(<https://www.pinterest.com/source/marylandlearninglinks.org/>) Average 8,496 visitors per month and the most recent addition of a live Twitter feed

(<https://twitter.com/MDLearningLinks>) on the MLL landing page hosted by the Assistant State Superintendent, this was established in Spring 2014.

Online Professional Learning Courses and Resources:

Online professional development courses were added for sustainability of state professional learning after the academies conclude beginning in summer 2014. In total, twelve online courses for English Language Arts, Mathematics, and STEM have been developed. These courses supplement the content of the academies and dig deeper into instruction aligned to the Maryland College- and Career- Ready Standards and STEM Education. Additional resources and support to educators as they continue implementing the new curriculum aligned to the Maryland College and Career-Ready Standards are also under development. These resources and supports include additional intervention/enrichment modules and additional professional learning courses for teachers around the instructional shifts aligned to the new standards and are expected to be available by June 2015. Educators will be assigned discreet IDs that will enable them to schedule their online professional development. Educators who take the academy online courses will take assessments that will be scored, and will result in grades for each online course. Educators who successfully complete a course will receive a certificate, Maryland Continuing Professional Development credits. In addition, a record of their successful completion will become a part of the Educator Information System. This system will allow Maryland to monitor the online professional development.

College and Career Readiness Conferences, Summer 2014:

At the conclusion of the summer 2013 Educator Effectiveness Academies, LEAs indicated the need for additional summer MSDE sponsored face-to-face professional learning opportunities. As a result, the DCAA professional development office created and implemented 8 two-day regional College and Career Readiness Conferences during summer 2014. One hundred sixty distinct sessions were offered. The change to a conference format provided educators the opportunity to differentiate their professional learning needs. Unlike the Academies, participation was voluntary and unpaid, but open to all educators across the state. In addition, the conferences were held in college and university sites in order to encourage more IHE participation. In fact, IHE attendance increased over their attendance at the previous summer

academies. Approximately 5000 educators across the state registered and approximately 4000 were in attendance. Content for conference sessions was based upon feedback from the LEA Support Site visits and professional learning needs surveys. Sessions were expanded to include English/language arts, mathematics, social studies, science, STEM, GT, ELL, and Special education. Data from post-conference surveys revealed:

- 81% of survey respondents stated that they learned new information
- 87% of survey respondents stated that they found the information at the conference useful.
- 88% of survey respondents rated the conference overall as Very Good or Excellent.

In order to provide follow-up professional learning that addresses real needs, the DCAA professional development office conducted a needs survey in fall 2014. The survey revealed:

- 44% of survey respondents report that they are familiar with or have used the PARCC resources
- The top professional learning needs are:
 - Addressing student gaps in knowledge
 - Transition to PARCC
 - Deepening teacher content knowledge in mathematics and science due to content changing grade levels and increasing rigor
- Teachers would like more time for:
 - Lesson Planning
 - Collaboration on lesson planning/data analysis
 - Research of available resources/strategies/best practices
- The top ways that survey respondents would like for MSDE to provide additional professional learning is through:
 - Presenting at LEA staff development days
 - Webinars
 - Online courses
 - Regional trainings throughout the school year

- Summer conferences

In addition to survey data, DCAA has gathered educator feedback information from meetings, debriefings, open forums, focus groups, and the Master Teacher Network. Feedback from these sources reveals:

- Teachers are supportive of the Maryland College and Career-Ready Standards
- Teachers are focused on teaching to the instructional shifts aligned to the Maryland College and Career-Ready Standards and to addressing student gaps in knowledge
- Teachers' comfort level with teaching to the instructional shifts aligned to the Maryland College and Career-Ready Standards has increased due to:
 - state and local professional learning opportunities, such as the academies, conferences, videos, presentations to LEAs, and webinars
 - support visits, open forums, and regional symposiums which filled in knowledge gaps and corrected misinformation
 - full implementation of the Maryland College and Career-Ready Standards during year 2013-14
 - resources on Blackboard Learn.
- Teachers' comfort level with the PARCC assessments has increased due to:
 - sample assessment items, resources, prototypes, and the practice test site released from the PARCC Consortium
 - Maryland's delay of student accountability linked to assessments
 - Maryland's delay of teacher evaluation linked to assessments
 - state and local professional learning opportunities, such as the academies, conferences, videos, presentations to LEAs, and webinars.
 - support visits and open forums, which filled in knowledge gaps and corrected misinformation.
 - full implementation of the Maryland College and Career-Ready Standards during year 2013-14.
- Teachers are mainly concerned about:
 - having dedicated time for collaboration, lesson planning, and data analysis.

- filling in student gaps in knowledge
- lack of available technology in schools for administering the PARCC assessments
- messaging to parents.
- having time to review available resources
- DCAA support that LEA central office staff found most useful:
 - Training of master teachers who became resources to their LEAs
 - Training of teachers as state curriculum writers of model units and lessons
 - Academies and conferences
 - Materials and resources on Blackboard Learn
 - Material and resources from summer academies and conferences for use as LEA/school-based professional learning
 - Recording of academy sessions and live webinars for use as school based professional learning.

The DCAA professional development office is addressing the data by continuing and refining the live webinar series; offering to present at local professional development days and stakeholder conferences; holding Regional Educator Symposiums throughout the year; holding one or more edCamps; and creating and implementing an additional conference for summer 2015. EdCamps are a professional learning event in which educators design the agenda to suit their particular needs. Edcamps are free, non-commercial and conducted with a vendor-free presence. Each program features sessions determined on the day of the event, and all who attend may present. Built on principles of connected and participatory learning, Edcamp strives to bring teachers together to talk about the things that matter most to them: their interests, passions, and questions. Teachers who attend Edcamp can choose to lead sessions on those things that matter, with an expectation that the people in the room will work together to build understanding by sharing their own knowledge and questions.

As of February 2015, the College and Career-Ready Conference for summer 2015 are being planned. All master teacher applications have been distributed. Partnership between IHEs and mathematics are in process so that Master Teachers can team with IHE math content experts to

design and deliver sessions. (MSDE math office will vet sessions.) Additionally, MSDE has formed a partnership between non-profit environmental literacy groups to submit proposals for a session on environmental science which will then be vetted by MSDE science content experts.

In addition, staff from MSDE DCAA make periodic site visits to LEAs requesting assistance with their system planning and/or individual school planning (Appendix 1.B.5). All content discipline supervisory briefings facilitated by members of DCAA have had and continue to have dedicated agenda time for discussing transition guidelines, and sharing system approaches, for the full implementation of the Maryland College and Career- Ready Standards. (Appendix 1.B.6).

Supporting Principals

During the 2011 Educator Effectiveness Academies, principals attended sessions on the Maryland College- and Career- Ready Standards with their English Language Arts, Mathematics, and STEM teachers. They worked with their school teams to develop the transition plans for implementation of the new standards for the 2011 – 2012 school year. All principals from all Maryland schools attended these academies. . As described previously, online follow-up sessions were provided in the fall and spring. The topics of the follow up sessions included transition issues and integrating Universal Design for Learning Principles into daily instruction.

During the 2012 Educator Effectiveness Academies principals attended sessions that provided an overview of the curriculum resources that will be available to the teachers, and an introduction to the new Curriculum Management System. They also attended a session that focused specifically on the Literacy Standards for Social Studies/History, Science, and Technical Subjects. On the final day of the Academy, each school team with the support of the LEA, developed a transition plan for the 2012 – 2013 school year. As described previously, online follow-up sessions were again provided in the fall and spring. The Executive Officers' Network (individuals in the LEAs who supervise principals), worked with professional development specialists to create the transition documents and accompanying

activities for the 2012 Educator Effectiveness Academy.

During the 2013 Educator Effectiveness Academies, principals attended specific principal-only sessions during a 4-day academy leadership strand on the principal as a leader of change, professional learning, and instruction. Specific sessions examined the instructional shifts as a result of the new standards; observation in the Common Core English and Mathematics classrooms; observation in the STEM-centric classroom; and Teacher Evaluation as an individualized form of professional learning. On the final day of the Academy, each school team with the support of the LEA, developed a transition plan for the 2012 – 2013 school year. As described previously, online follow-up sessions were provided throughout the 2012-13 school year. The Executive Officers' Network (individuals in the LEAs who supervise principals), again worked with professional development specialists to create the transition documents and accompanying activities for the 2012 Educator Effectiveness Academy.

Beginning in 2011 and continuing until the present, members of DCAA have presented information on the Maryland College- and Career-Ready Standards and the PARCC Assessments to both the Maryland Association of Elementary School Principals and Maryland Association of Secondary School Principals.

In addition to the support provided to principals through the Educator Effectiveness Academies, the Division of Academic Reform and Innovation (DARI) (now the Division of Academic Policy and Innovation (DAPI)) provided a variety of other learning opportunities for principals to assist them in their role as instructional leaders. For example, DARI created an Academy for School Turnaround specifically targeting the needs of principals in the 200 schools in school improvement, corrective action, or restructuring. This academy's content was research-based and was focused on school turnaround strategies that have proven successful. It was in place for summer 2012.

DARI also offered a Leadership Learning Series on specific topical areas that were designed to help principals improve their knowledge and skills in a variety of areas. The *Maryland Instructional Leadership Framework* serves as the foundation for all of these training experiences. Those series included sessions on data-driven decision making, improving

school culture, purposeful observation of instruction, effective post-observation conferences, and informal observation of instruction. The sessions have been offered to LEAs for several years, and there has been an extremely positive response across the State.

Finally, DARI was very concerned about building the pipeline to the principalship. In partnership with LEAs, DARI offered a series of regional learning opportunities for aspiring principals. These too have been based on the *Maryland Instructional Leadership Framework*, and they are very popular around the State. We believe that this focus on principals and those who aspire to be principals has been one of Maryland true strengths over the years and an extremely important factor in increasing student achievement across our State.

Executive Officers

Support for the transition to the MCCRS for executive officers and principals was also conducted through the Office of Teacher and Principal Evaluation (TPE). The TPE office has provided targeted professional development over the last three years to executive officers (principal supervisors) and principals in order to build their capacity to utilize new evaluation tools. Principals need support and coaching to effectively evaluate their teachers and the training opportunities for executive officers have been designed to provide that support. Topics centered on components, timelines, and processes, purposeful school visits, and feedback for effective teacher and principal evaluation. There has been a strong emphasis on the development, use, and quality ratings of Student Learning Objectives (SLOs) as an instructional initiative that can be used for assessing student growth and teacher and principal professional practices. Other LEA leaders such as professional development coordinators, communications specialists, and instructional content specialists have received training to insure that this work is being disseminated statewide. In addition, professional development on these topics has been offered to LEAs at their request to personalize the evaluation process for the particular needs of individual school systems.

Moving forward, a new, capacity-building initiative, the Promising Principals Academy, has been instituted in the 2014-2015 school year. This initiative has trained two superintendent-nominated promising leaders from each LEA in a year-long developmental program designed to build skills and knowledge in preparation for becoming principals. Outstanding retired

principals serve as coaches who mentor the cohort throughout the year-long experience. This program has received national attention as a means of building a robust pipeline of new principals who are ready to assume effective leadership immediately upon promotion to the principalship. This program will continue each year with a new cohort of Promising Principals.

In recognition of the additional support Turnaround schools require, another focus has been on professional development for principals of the lowest performing schools in Maryland. The Academy for School Turnaround provided research-based best practices content and focused on strategies that have proven successful. Leadership teams and executive officers attended with their principals to build capacity in each school. Follow-up has been provided to these schools through the Breakthrough Center leadership development resources and the Breakthrough Center will continue to provide this support. Maryland's Breakthrough Center's Cross-Functional Team serves a connector among various divisions in the State. The structure will serve as a vehicle to align and integrate MSDE services to executive officers and principals with special attention to the Turnaround Principals.

Pre-Service Teachers

In addition to training and supporting current teachers to adapt to the Common Core State Standards, Maryland is working with its higher education counterparts to effectively prepare pre-service teachers. Specifically, members of the Division of Curriculum, Assessment, and Accountability and the Division of Educator Effectiveness have held workshops with IHE faculty to provide an overview of the Maryland College and Career-Ready Standards for English/Language Arts/Literacy and Mathematics. These workshops were held throughout the State so that higher education faculty members could attend a regional session. One topic addressed in these meetings was "Implications for Teacher Education." Additionally, the English/Language Arts/Literacy and Mathematics Teams routinely invite members of IHEs to their unit/lesson plan development sessions, just as they were invited to the sessions where the Maryland Common Core State Curriculum Frameworks were developed. To support the unique needs of IHEs who provide Programs in Special Education/Early Intervention Services, monthly meetings are held that include updates, information, fiscal and programmatic

resources that support building the capacity of professors and their students in the implementation of the College and Career-Ready Standards, standards-based IEPs, and the Maryland Online IEP.

VI. Schools Implement Transition Plans

As mentioned above, transition planning began with the Educator Effectiveness Academies and the assistant superintendent meetings. The thorough and deep engagement of educators in developing and implementing the current Maryland College and Career-Ready Curriculum frameworks illustrates why MSDE and all LEAs will be able to thoughtfully and confidently transition the new curriculum to align with the Maryland College and Career-Ready Standards. To begin, MSDE used Achieve's Gap Analysis Tool to analyze the alignment, gaps, and inconsistencies of the Maryland State Standards against the Common Core State Standards. As described above, this work began on June 18, 2010, in a full-day meeting with the Assistant Superintendents for Instruction from all 24 LEAs, who determined the magnitude of needed adjustments. The team then mapped out a yearlong plan for accomplishing the curriculum refinement and transition; the review included identifying where new curriculum units needed to be created and existing ones augmented (Appendix 1.B.7). It was this expedited process that allowed MSDE to present the new College- and Career- Ready Curriculum Frameworks to the State Board of Education for approval in June 2011.

At the same time that the State curriculum resources were revised, Maryland was also working to expand the Online Instructional Toolkit mentioned above. It consists of several elements. First, the revised State Curriculum Resources were posted on the Online Instructional Toolkit website (<http://msde.blackboard.com>). These include units, lesson plans, and a variety of modules. Second, the formative assessment item bank and computerized test blueprints will be available at this site. Finally, online and face-to-face opportunities for professional development, available from IHEs, LEAs, and MSDE, which have been reviewed for quality, were posted in the Online Instructional Toolkit. As described more below, tools were also designed using UDL principles and guidelines to assist in differentiation for teachers of SWD, ELL and other diverse learners. The MSDE staff from the Division of Special Education/ Early Intervention Services and the Division of Curriculum, Assessment and Accountability

wrote regulations for the Code of Maryland Regulations (COMAR) for the use of Universal Design of Learning (UDL) principles and guidelines in the development of curriculum instruction and assessment for all learners. This regulation was adopted by the Maryland State Board of Education in July 2012. In addition, the Division of Special Education/Early Intervention Services, in collaboration with local school system leaders, stakeholders, advocates and families developed a reflection tool to assist local systems/agencies and schools to define and ensure high-quality, standards-based Individualized Education Programs (IEPs) for students with disabilities ensuring a more seamless alignment between the goals/objectives of the IEP and the College and Career-Ready Standards. The collaborative design and support in the implementation of the reflection tool provides an example of the strategic actions employed to fully integrate compliance practices with a focus on results to narrow the gap between students with disabilities and their non-disabled peers.

This Toolkit is an important component of the Instructional Improvement System and is a critical part of the transition process. As teachers access student performance data from the longitudinal data system through the dashboard system supported by the technology infrastructure, they will analyze current levels of student learning, develop lessons aligned to the State Curriculum frameworks, and draw on the curricular resources described above. Teachers can use items from the formative assessment item bank to capture quick information about levels of student mastery or longer-term interim assessments measured at quarterly or semester points of time. Finally, if teachers want or need professional development support in a particular content, or strategies to reach students who are not demonstrating progress they can use the Toolkit. Teachers of ELL and SWD students may also access resources in the professional development section of the Toolkit where these supports will be meta-tagged for alignment with specific sections of the State Curriculum.

Throughout the year, LEAs, IHEs, and other partners identified instructional materials and digital resources that were focused, coherent, and aligned to the Maryland College and Career-Ready Standards and State Curriculum frameworks. In addition, digital resources, course modules, and online courses aligned to the Maryland College and Career-Ready Standards were identified and developed through the Maryland Virtual Learning Opportunities

Program. In support of the unique needs of educators who teach and support SWD, a series of four modules was developed by the Division of Special Education/Early Intervention Services in collaboration with stakeholders, advocates, families and experts in the field. The modules provide information and activities to help teachers, related service providers, and others refine their understanding and implementation of a process to create and implement IEPs that support all students to achieve rigorous, grade-level expectations. The modules provide guidance and tools for local school systems and public agencies to build their capacity in developing high-quality, standards-based IEPs that are aligned to the College and Career-Ready Standards.

Additional resources were identified through Maryland's MDK12 Digital Library. This collaborative purchasing consortium made up of the 24 LEAs and MSDE provided a rich set of resources and ensured equity of availability in all 24 LEAs. Partnerships with the Maryland Business Roundtable (MBRT), Maryland Public Television (MPT), and the College Board gave teachers easy access to quality digital instructional materials. MBRT identified business partners anxious to contribute their knowledge and time in Maryland classrooms, and provided additional instructional materials and digital resources, including links to available local, national, and international business, industry, and military partners that were carefully evaluated for quality and alignment. These materials provided Maryland's teachers with an array of electronic resources carefully mapped to support the effective implementation of the State Curriculum frameworks. Maryland Public Television and MSDE conducted a technical review of existing resources on the MPT Thinkport website, and then developed new online courses and content resources and provided public outreach programming and public service announcements. MSDE's ELL team worked to develop session training and practical resources that are housed on Maryland's Blackboard site. There have also been ELL specific sessions at the College and Career-Ready Conferences in summer 2014, with more planned for the conferences in summer 2015. The team compiled a document regarding children seeking refuge to help support the goal of students' success with content courses and graduation. Many of the resources and professional learning that MSDE has offered/developed for ESOL teachers support WIDA's English Language Development Standards that correspond with the MCCRS.

All schools implemented their transition plans for school years 2011-2012, 2012-2013, and 2013-2014, which were developed based on the content provided on the Maryland College and Career- Ready Standards, the Maryland State College- and Career- Ready Curriculum Frameworks, and presented at the Educator Effectiveness Academies. Additionally, the plans were presented at the superintendents' meeting (Monthly meeting of all Local Superintendents led by the State Interim Superintendent) in December 2011 (Appendix 1.B.9) and remain a consistent agenda item for the monthly assistant superintendents' meetings. Members of the MSDE Division of Curriculum, Assessment, and Accountability have been making periodic site visits to LEAs that request assistance with their system or individual school transition plans. A review of a random sampling of these transition plans was part of the evaluation of Maryland's RTTT program (Appendix 1.B.10). More specifically, MSDE, in collaboration with the University of Maryland System, developed an evaluation process to be done by CAIRE. This process includes a rubric for evaluating the transition plans. This rubric can be found on the www.mdk12.org website under Educator Effectiveness Academy (and also as part of Appendix 1.B.3). The State has provided support to the LEAs by facilitating "Transition Tools Workshops" to help LEAs identify professional development needs.

Moving Forward

Although the Maryland College and Career-Ready Standards are now fully implemented in all schools and the PARCC Assessments will be administered in spring 2015, MSDE will continue to provide support for educators. MSDE will hold College and Career-Ready conferences in summer 2015. DCAA will continue to provide support visits to LEAs through symposiums being held regionally. Curriculum coordinators continue to meet quarterly with LEA supervisors in content areas where the majority of time is spent in Professional Learning workshops. MSDE will continue to listen to the needs expressed by the LEAs and mold additional support around those needs.

VII. Writing new State curriculum resources based on CCSS and Maryland CCRS Curriculum Framework

As mentioned above, the LEA Assistant Superintendents of Instruction met in October 2011 to

develop a timeline for the full implementation of the new Maryland College and Career-Ready Curriculum Framework and Curriculum Resources (Appendix 1.B.11). While the Common Core State Standards provide goals and expectations for student learning, Maryland educators, including ELL and SWD educators, developed the Curriculum resources that help its students achieve the Standards. Following the adoption of the Common Core State Standards, Maryland launched a broad-based, year-long process to analyze the new Standards and compared the alignment of the existing State Curriculum to the Common Core State Standards (the gap analysis described above). Using only the “excellent” matches in each grade level, development of the new Maryland Common Core State Curriculum Frameworks began.

This was the first iteration of the Maryland College and Career-Ready Standards and was developed as a curricular framework for each separate content area (e.g., English/Language Arts/Literacy, and mathematics,). When the Maryland College and Career-Ready Standards Curriculum Frameworks and curriculum resources are complete it will have two main components, the Curriculum Frameworks and the Online Curriculum Toolkit (also described above).

Hundreds of classroom educators, instructional leaders, administrators, and higher education representatives continue to assist State officials in developing components of the new Maryland College and Career-Ready resources that are aligned to the Maryland College and Career-Ready Standards, and the Maryland College and Career-Ready Curriculum Frameworks. This is extensive and substantive professional development. As part of this work, curriculum teams have also been identifying instructional priorities for transition.

The development of the new resources have involved extending the Maryland College and Career-Ready Standards down to Pre-K. Since the Common Core State Standards did not include Pre-K, Maryland educators created standards and developed the essential skills and knowledge to serve these students. This work has been developed with the new federal Race to the Top Early Learning Challenge Fund Grant (RTTT-ELC) that Maryland was awarded in

December 2011, along with eight other states. The program is designed to narrow the school readiness gap for children in poverty, English Language Learners, and those with disabilities. Maryland developed an ambitious slate of projects in its RTTT-ELC application. These projects range from strengthening the Maryland Excellence Counts in Early Learning and School-Age Child Care (EXCELS) rating system to revising the early learning standards to align with the Common Core State Standards to refining the State's assessment system for pre-school children.

In redesigning the content areas of the State Curriculum Standards to align to the Maryland College and Career-Ready Standards, MSDE and the LEAs developed interdisciplinary STEM-based curriculum resources. Finally, a cross-curricular team, including educators of SWD and ELL students, have developed curriculum frameworks for the Literacy Standards for Social Studies/History, Science, and Technical Subjects, grades 6 – 12. The Literacy Standards are part of the Maryland College and Career-Ready Standards. These frameworks were completed in 2012.

MSDE is also offering continuous opportunities for LEAs to request assistance in developing their plans and helping teachers and parents understand the new standards, frameworks, and curriculum. This includes regional meetings and presentations by the MSDE Division of Curriculum, Assessment and Accountability (DCAA) for any requesting LEA and for higher education (Appendix 1.B.12). All of this work will continue through the next three years as DCAA continues to hold regional educator symposiums, webinars for teachers and parents, and EdCamp. The content for these initiatives will be based upon feedback from teachers at the symposiums, through surveys, and through LEA meetings and site visits.

Additionally, MSDE is making a concerted effort to inform parents about the new standards in a way that helps engage them in their children's learning. As mentioned in the consultation section above, last spring, five regional briefings, open to the public, were held across the State to introduce the Common Core State Standards. Members of the Division of Curriculum, Assessment, and Accountability have also presented a session on the new standards at the State PTA Convention held in the summer 2011, 2013, and 2014. The State

Superintendent held forums across the state during the 2013-2014 school year. Information on the website also provides information for parents.

VIII. Addressing the Needs of Students with Disabilities and English Language Learners (ELL)

Maryland is developing curriculum resources, including model units and lessons that are aligned to the Maryland College and Career-Ready Standards . These resources are being developed by teams of Maryland educators from across the state. In addition to identifying specific components to be included in these models, educators are developing the resources based on the guidelines and principles of Universal Design for Learning to ensure that all children have access to the tools and resources needed to master the Maryland College and Career-Ready Standards . Please see Appendix 1.B.13 for a description of the State UDL Resources and a flier that contains valuable information about tools that have been developed to help teachers teach all students. These tools include an online version of an interactive Universal Design for Learning (UDL) resource wheel and links to the two websites where educators can download free apps for their smart-phones. Both tools foster incorporating UDL into instructional practice at every grade level from pre-school through graduation.

Programmatic support and technical assistance is provided to build the capacity of local school systems, public agencies, and institutions of higher education, on strategies to narrow the performance gap and enable all students with disabilities to exit education community, career and college ready. MSDE works collaboratively to improve performance on accountability measures and achievement of the College and Career-Ready Standards. Guided by data, and through a differentiated programmatic support and technical assistance model, strategies related to implementing a high quality, seamless, evidence-based early childhood intervention and special education system of services, birth through 21 is provided. Efforts to build State and LEA capacity are organized around a year-long Professional Learning Institute (PLI) for leaders in special education and their partners. Results focused practices and applied data informed decision-making processes are being identified in LEA practices and are widely shared through the PLI. The structure of the PLI supports the implementation and expansion of evidence-based and promising practices across our State.

In an effort to build the capacity of our State to support effective inclusive practices, Maryland applied for and was awarded the opportunity to be one of four states in the nation to participate in the School Wide Integrated Framework for Transformation (SWIFT) project. This general and special education partnership provides a framework to establish quality instruction based on principles of Universal Design for Learning (UDL) and positive Behavior Interventions (PBIS); install a Multi-tiered System of Supports (MTSS) that includes differentiated instruction and data informed decision making; develop cultural responsiveness; promote family and community partnerships; and establish a strong integrated State, local and school leadership structure.

Maryland was also awarded a U.S. Department of Education, State Personnel Development Grant (SPDG). The overarching goal of the SPDG grant is to improve academic outcomes for students with disabilities in pre-K-grade 6. The Maryland SPDG goals are to: 1) Build capacity through increased use of data-informed decision making and implementation science by State, local, and school leaders; 2) Increase use of evidence-based practices in early and elementary math instruction based on the College and Career-Ready Standards; and 3) Increase parent involvement in educational decision making and instruction.

To ensure appropriate curriculum, instruction, and assessment of students with the most significant cognitive disabilities Maryland joined the National Center and State Collaborative Assessment (NCSC) in July 2012. NCSC is a project funded by the United States Department of Education, Office of Special Education Programs, and is led by five organizations and 24 states to construct an alternate assessment based on alternate achievement standards (AA-AAS), aligned to the Common Core State Standards, for students with the most significant cognitive disabilities in Grades 3-8 and 11.

PARCC, the consortium that developed the assessments for Maryland and eight other states plus the District of Columbia (as of December 2014), has designed test items to adhere to Universal Design principles, as well. PARCC is committed to providing all students with equitable access to high-quality, 21st-century PARCC assessments. For the assessment system

as a whole, PARCC will consider how its assessments will be accessible to all participating students, including English Language Learners (ELL) and students with disabilities (SWD), and then include appropriate accommodations for SWD and ELLs. Accessible assessments will allow all individuals taking the assessments to participate and engage in a meaningful and appropriate manner, with the goal being to ensure that results are valid for each and every student.

Through a combination of Universal Design principles and computer embedded supports, PARCC designed an assessment system that is inclusive by considering accessibility from the beginning of initial design through item development, field testing, and implementation, rather than trying to retrofit the assessments for SWD and ELLs. Paper-and-pencil assessments that have been designed without the benefit of Universal Design have focused primarily on promoting accessibility after-the-fact resulting in the need to provide many more accommodations and a consequent need for increased test administration resources at the school level. Additionally, as the number of accommodations increases, so does the possibility of implementation infidelity. While external accommodations may be needed for some students to demonstrate what they know and can do, embedded support accessibility options and procedures need to be addressed during design and item development to minimize the need for accommodations during testing. Embedded accessibility supports at the item level, that do not shift the construct being measured, are a feature of the assessment for potential use by *all* children.

The PARCC assessments also require all electronic test items and test materials to be compliant with the Accessible Portable Item Profile (APIP) standards. This requires the provision of accessibility information for text only, graphic only, text and graphic, non-visual audio representation of item content, and Braille representation of item content. Additional optional accessibility information will also be required so long as the construct to be measured is not violated. These include audio directions, tactile graphics, American Sign Language, signed English, alternate language(s), keyword highlighting and interpretation of directions into the native language .

The results will yield information in order to make valid inferences about the performance of students with diverse characteristics, and that does not mask what students really know and can do. To ensure that students with wide ranging learning characteristics and English proficiency are able to demonstrate their content knowledge and skills on the common assessments, PARCC will eliminate or minimize any features that are irrelevant to measuring College and Career-Ready Standards constructs. The range of complexity of the constructs measured must be such that students are able to demonstrate their knowledge for the intended purpose of each test.

PARCC's Accessibility, Accommodations, and Fairness Operational and Technical Working Groups are guided by the following key principles:

- 1) Minimize/eliminate features of the assessment that are irrelevant to what is being measured and that measure the full range of complexity of the standards so that students can more accurately demonstrate their knowledge and skills;
- 2) Design each component of the assessment in a manner that allows ELLs and students with disabilities to demonstrate what they know and can do;
- 3) Use Universal Design for accessible assessments throughout every stage and component of the assessment, including items/tasks, stimuli, passages, performance tasks, graphics and performance-based tasks; and
- 4) Use technology for rendering all assessment components in as accessible a manner as possible.

These guiding principles demonstrate PARCC's deep commitment to developing assessments that reach the broadest range of students while maintaining comparability and measurement accuracy. The goal of the NCSC assessment (to be administered in spring 2015) is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. To support successful implementation of NCSC, six regional communities of practice have been established across the State to bring LEA expertise together to collaboratively develop a Curriculum Framework Guide and unit lessons for the NCSC. Currently, phase I of the work is underway, with the revision of English language arts and mathematics unit lessons on the

MSDE Blackboard website.

In addition to addressing the needs of students with disabilities and students with the most significant cognitive disabilities, Maryland is also committed to ensuring effective and appropriate instruction, support and assessments for English Language Learners. In June 2011, the Maryland State Department of Education joined the World-Class Instructional Design and Assessment (WIDA) Consortium that provides English Language Development (ELD) Standards and an English Language Proficiency (ELP) assessment. As a result, the State implements these standards and the ACCESS for ELLs® ELP assessment. The standards encompass (1) social and instructional language; (2) the language of language arts; (3) the language of mathematics; (4) the language of science; and (5) the language of social studies. The focus of the standards is teaching academic language within the context of content areas. Model Performance Indicators have been developed that correspond with the Maryland College and Career-Ready Standards across grade levels. The result of this focus on academic language in a content context will support ELLs in accessing the College and Career-Ready Standards on the same schedule as all students. Through the collaboration of MSDE Title III/ELL Office and WIDA, LEAs received customized professional learning opportunities through the use of headquarter Title III funds. Topics of the professional learning included Collaboration, Differentiation, Lesson Planning, and Data Analysis and the participants involved were content and ESOL teachers as well as school-based and/or central office-based administrators. Furthermore, other professional learning opportunities available to all educators in Maryland were the College and Career-Ready Conferences held in various locations throughout the state in summer 2014. Three sessions were focused on the instruction of ELLs pertaining to vocabulary development, collaboration and writing. Additional topics and sessions will be offered in summer 2015. For year-long professional growth, MSDE Title III/ELL Office collaborates with other content areas and LEAs to offer webinars to all educators to improve instruction and promote equitable access for ELLs.

ACCESS for ELLs ® ELP assessment exceeds the requirements stipulated by the No Child Left Behind (NCLB) Act of 2001 and is used to measure and report growth in a manner consistent with the need for fulfilling these requirements. The program generates results that

serve as the criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms and on State academic content tests without accommodations and ESOL program support. Additionally, it provides LEAs with information that will aid in evaluating the effectiveness of their ESOL/bilingual programs, identifies the ELP levels of students with respect to the WIDA ELD Standards' levels 1-6 and provides information that can be used to enhance instruction and learning for ELLs.

Maryland is also working with State's Institutions of Higher Education (IHEs) to ensure that teacher preparation programs are incorporating strategies for teaching academic language that aligns with the Maryland College and Career-Ready Standards to ELLs. One example is a program between MSDE and the University of Maryland Baltimore County to develop an online course for secondary content teachers who have English Language Learners in their classrooms that include the language acquisition process as well as effective instructional strategies that result in the attainment of academic vocabulary and content knowledge across levels of English language proficiency.

In addition, MSDE issued sub-grants to LEAs to provide incentives for English, mathematics, social studies, science, and elementary classroom teachers in low-achieving, high-minority, high-poverty schools with a significant number of ELLs to obtain an additional certification (endorsement) in ESOL. This project was funded by the Race to the Top grant and lasted through the 2013-2014 school year. Each LEA that participated in this project could nominate 5 applicants or more per year. Once selected, teachers took courses in second language acquisition and ESOL methodology as well as passed the required Praxis II (ESOL) examination. The purpose of this incentive was for classroom teachers to gain an understanding of ESOL and strategies for working with ELLs and to become dual certified in their content and ESOL, not to prepare additional ESOL teachers. Therefore, teachers pledged to remain in their content area for at least 2 years after receiving the incentive.

To sustain this work, Maryland submitted an amendment to the Race to the Top (RTTT) Application that increased the funding for the ESOL Certification project in years 3 and 4 of the RTTT grant. After 2014, LEAs have the option to incorporate this project into their Title

III proposals. Throughout this process, Maryland colleges and universities and online universities have created partnerships with local school systems, establishing ESOL certification models and cohorts that will extend beyond the RTTT grant period. This supports Maryland's overall goal of continuing to support educators for all students as it builds the work of ESOL certification into the current system permanently.

VIII. Providing access to high level courses for all students, especially ELL and SpEd Students

Maryland's new Curriculum Management System includes extensive curriculum resources for educators and students. Universal Design for Learning Principles are imbedded in curriculum resources, including model units, model lessons, intervention modules, enrichment modules, and multi-media resources. There are approximately 11,260 resources already on this site.

These resources are reviewed by educators with an expertise in Special Education and ESOL. Intervention and enrichment modules will be available to students on a learning management system that has 24 hour access. This system can be accessed here:

https://msde.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_group_id=104

Maryland enjoys a unique partnership with the College Board to promote access and equity – and to increase the participation of underrepresented groups (ELL and Special Education) in Advanced Placement courses. Two federal APIP (Advanced Placement Incentive Program) grants have enabled Maryland to provide extensive professional development, student enrichment and support programs, and subsidized AP exam fees for income eligible students.

In 2014, for the eighth year, Maryland leads the nation with the largest percentage of all graduates earning a score of 3 or higher on one or more AP exams. Overall, 22.0 percent of the state's graduating seniors scored a 3 or better. The numbers of traditionally underserved students participating and succeeding in AP are increasing:

- Maryland has nearly eliminated the equity and excellence gap in AP achievement for the Hispanic and Latino population. In 2014, African American students tallied a 10 percent increase in participation, and Hispanic student participation also

jumped 10 percent in just one year. Maryland also has seen a big increase in the percentage of Black/African American students having success on the AP assessments. Although this level data is not yet available for 2014. In 2013, a record 11.7 percent of students receiving a grade of 3 or better in Maryland were Black/African American. That is the third-highest percentage among states in the nation.

- Hispanics accounted for 9.3 percent of the Maryland graduating class in 2013, and 8.8 percent of the seniors who scored 3 or higher on the AP exam were Hispanic.
- The number of low-income graduates who took at least one AP exam during high school has nearly tripled over the past five years – from 1,563 in the class of 2006 to 5,228 in 2013.
- Maryland placed third to Florida and Washington, D.C. in the total percentage of seniors completing an AP exam (47.4 percent to Florida’s 53.1 and Washington, D.C.’s 55.7). That compares to 32.5 percent from the class of 2006 – just six years earlier – demonstrating the growth, and successful strategies, of Maryland’s AP program.
- The program also has provided ongoing professional development to teachers, school counselors, and administrators. The effort has paid enormous dividends: in 2012, the most recent data available, all 24 Maryland school systems had at least 20 percent participation rate among high school seniors, and 16 districts had 30 percent or greater.
- Also, in 2012 Maryland led the nation with the largest percentage of all graduates taking AP exams in the mathematics and science disciplines—18 percent and 17.8 percent of the graduating class, respectively.

X. Full Implementation of the Maryland College and Career- Ready Standards

Maryland fully implemented the new standards in 2013-2014. All of the work described above positioned Maryland local school systems to transition to designing instructional programs a year before the new assessments began (although Maryland field tested PARCCELA and math grades 3-8, in the spring 2014).

XI. Maryland participation in the ACHIEVE led Partnership for the Assessment of Readiness for College and Careers (PARCC)

Maryland has signed a MOU with PARCC, an assessment consortium facilitated by Achieve (Attachment 6). Nine states (including Maryland) plus the District of Columbia (as of December 2014) are in this College- and Career-Readiness consortium, which is focused on summative assessments that will measure each student's readiness for college and careers and will be sufficiently reliable and valid for student and school accountability. The original member states included Alabama, Arizona, Arkansas, Colorado, District of Columbia, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, New Hampshire, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, and Tennessee. As of December 2014, the following states are included: Arkansas, Colorado, Illinois, Maryland, Massachusetts, New Jersey, New Mexico, Ohio, Rhode Island, and the territory, Washington, DC.

As a governing state in this consortium, MSDE staff members are actively engaged in the design and development of the assessments. For example, staff members participate in weekly planning calls with the PARCC consortium and staff from the Division of Curriculum, Assessment, and Accountability, participate in the consortium's design team. In addition, Maryland is fully committed to engaging IHE staff in the development of a new generation of assessments that fully certify students as college- and career-ready.

Maryland believes that partnering with other states offers multiple benefits: an ability to measure the full range of college- and career-readiness skills, generate comparable student achievement results across states, increase assessment quality, and decrease costs. Several aspects of the PARCC consortium make it an ideal fit for Maryland:

- The design principles of the consortium align with Maryland's vision for an innovative assessment system that enhances classroom instruction and ensures that students become college- and career-ready. In particular, the consortium will measure the full depth, breadth, and rigor of the Common Core State Standards and include assessments given in high school that will measure college- and career-readiness. In fact, Maryland is encouraging the consortium to develop college- and

career-ready anchor assessments in advanced English/Language Arts and mathematics courses and to set a college- and career-ready cut score that will be comparable across state lines.

- The consortium approaches assessment design comprehensively, seeking an aligned system of summative, interim, and formative assessments. The design for each type of assessment will be closely aligned and occur concurrently, with significant collaboration among consortium partners.
- A rapid transition is especially important to Maryland. With the formal adoption of the Common Core State Standards by the State Board of Education in June 2010, educators spent the 2010–11 school year revising the State’s curriculum resources in reading/language arts, mathematics, and STEM to align with the new standards. This curriculum framework development was completed by June 2011, and educators working in every school in Maryland have been trained on the reading/language arts, mathematics, and STEM curriculum resources by 2013. The PARCC Consortium plans for its summative assessments to be operational no later than spring 2015. In 2014-2015, Maryland is administering PARCC assessments for grades 3-8 in ELA and Math, and English 10, Algebra I, and Algebra II.
- The consortium is committed to developing common summative assessments that are high quality, scalable within a short time, and designed for multiple purposes, including assessing student performance in high school; evaluating school and LEA performance disaggregated by subgroups of ethnicity, income, and special-needs populations; and determining educator effectiveness by isolating student-learning gains.
- The consortium plans to infuse technically sound innovations in measurement, including online administration (in addition to traditional paper-and-pencil assessment); use of artificial intelligence for scoring certain constructed-response items; a richer range of constructed-response item types that can measure various cognitive skills; and greater teacher involvement in item development. In addition, the consortium will explore computer-adaptive testing that can diagnose how well students are meeting the Common Core State Standards and adjust, in real time, the rigor and content of the items presented to students based on students’ previous

responses. Maryland has piloted the use of artificial intelligence systems in scoring constructed responses. The State hopes each consortium will fully implement the goals and recommendations contained in the 2010 draft of the National Educational Technology Plan.

In transitioning to a new system of high-quality assessments, Maryland builds on an impressive legacy of leadership. In the 1980s, Maryland was one of the first states to require students to pass a Statewide minimum competency test, the Maryland Functional Test, as one condition of earning a high school diploma. In the 1990s, the Maryland School Performance Assessment Program (MSPAP) pioneered the use of performance-assessment tasks to foster students' problem-solving, critical-thinking, and writing skills. This first iteration of performance assessments provided excellent *school-level data*, which gives Maryland a valuable head start in developing the kinds of multiple measures of performance that provide a more balanced and comprehensive view of achievement. The current criterion-referenced Maryland School Assessments (MSA), begun in 2003, provide even more useful *student-level data* that have helped to drive improvements at the classroom level and reduced achievement gaps.

Maryland's transition plan for the implementation of a new assessment system links seamlessly to professional development initiatives for teachers designed to assist movement from the Maryland State Curriculum to the Maryland College and Career-Ready Standards (see above). Maryland's teachers have benefited in the past decade from the existence of a very transparent assessment system supported by the Online Instructional Toolkit on www.mdk12.org. Statewide, teachers already understand the State curriculum and assessment parameters that guide accountability testing. Maryland's transition plan to *new* assessments will build on this existing knowledge base and assist teachers and administrators in understanding changes in the assessment system.

Maryland's past experience transitioning to and implementing the MSPAP provides an experience base across the State that increases the likelihood that teachers can effectively use the results of performance-assessment tasks to improve instruction. Maryland's current

assessment system already allows schools to administer tests on the computer, and the State has piloted the use of artificial intelligence systems in scoring constructed responses. The new generation of assessments will be delivered primarily on a technology platform. A purposeful, Statewide plan will assist for all schools to migrate from paper-and-pencil assessments to technology-delivered assessment practices. A Statewide cadre of technology-savvy teachers will ensure there are educators in every school who can build capacity among staff for effective use of technology in assessment practices.

Maryland's transition plan first ensured that its existing assessment system remained fully operational until new assessments were implemented. The full implementation of the new assessment system is being implemented in the 2014–2015 school year. The data from the assessments in 2014-2015 and 2015-2016 will not count towards accountability for students or schools. This will allow MSDE to have time to examine the data in order establish a baseline. MSDE has and will continue to provide support for all LEAs and educators around the PARCC assessments through educator webinars, regional educator symposiums, presentations at LEA and at Maryland affiliate held conferences and site visits.

Upon passage of the Maryland Governor's proposed budget, the last administration of the Mod-MSA in reading and mathematics for grades 3 through 8 was March 2012. Therefore, Maryland transitioned students taking the 2% Mod-MSA in the spring 2012. Please note that on page 46, under item XI *Maryland participation in the ACHIEVE led Partnership for the Assessment of Readiness for College and Careers (PARCC)*, the Modified Maryland High School Assessment (Mod-HSA) continued to be an assessment option until August 2014 only for those students who have previously taken a modified High School Assessment but had not passed the assessment (s) (see attached memos from Dr. Lowery dated June 13, 2014 and from Dr. Johnson dated August 8, 2014).

Plans for transition were clearly defined in the Memo from Dr. Bernard Sadusky to the Local Superintendents of Schools dated March 2, 2012 (Appendix II- 2); the Maryland State Department of Education (MSDE) Transition Plan for 2% Mod-MSA Students to the Regular MSA School Year 2012-2013 (Appendix II-3); and the Elimination of Modified Maryland

School Assessment Questions and Answers Draft Document (note that the Q and A document is still in draft form) (Appendix II-4). Maryland engaged stakeholders to provide input to the multistate consortia and kept stakeholders up to date as important design decisions were made. Participation of MSDE and LEA content specialists in the assessment design work conducted by multistate consortia ensured this engagement took place, and monthly updates to the LEA Superintendents and Assistant Superintendents for Instruction ensured ongoing communication with LEA leadership. Participation by Maryland teachers in the construction of assessment items increased engagement and ownership. In addition, Maryland supported teachers' transitions to new assessments by keeping them fully informed at all stages of assessment design, with particular attention to those areas where the design of new assessments differs from past practice (e.g., computer-adaptive designs).

Maryland believes that student learning advances when student achievement data in various forms inform teachers' decisions regarding lesson planning and choice of instructional materials. Teachers and administrators will reap the greatest benefit in transitioning to new State summative assessments through their involvement in developing formative assessments. Maryland's plan for developing formative assessments that are aligned with the new summative assessments involves building on existing expertise in the State, including work underway with Response to Intervention and Classroom Focused Improvement Program models, where several LEAs already employ a rich array of formative and interim assessment tools. Initial work has involved creating an item bank constructed from these existing tools including tools specifically designed for ELL and SWD students. This bank will be expanded based on the ongoing assessment development work of the State's consortium partners. Teachers will use high-quality formative assessments that provide Maryland's teachers with real-time data as part of the Instructional Improvement System being implemented through Maryland's Race to the Top Grant. Effective use of formative assessment results to guide instructional decision making will be a major component of face-to-face and online professional development offerings.

Finally, the development and implementation of a new assessment system is meaningless unless that system validly and reliably measures the readiness of students to succeed in college

and careers. Thus, a critical transition activity is the active collaboration of MSDE and Maryland's IHE community at all stages of the development of formative, interim, and summative assessment tools. Importantly, to ensure that assessments are fully aligned with the college admissions requirements and employers' hiring criteria, Maryland's higher education faculty have been participating extensively in the multistate consortia's activities, including blueprint design, item development, piloting, field testing, operational administration, range finding, scoring, and reporting. In the process, Maryland is fully implementing a key recommendation from the Governor's College Success Task Force: "Partner with Maryland P-20 discipline-based groups to ensure that the high school assessments of the Common Core State Curriculum build on the rigor of K-8 assessments and serve as college-readiness tests for all students." To this end, Maryland secured letters of intent from *all* IHEs, including those with Special Education programs, to participate in the assessment consortium development of high school summative assessments in Reading/English/Language Arts and mathematics, and to implement policies that place students who meet the consortium-adopted achievement standards for each assessment into credit-bearing college courses. This collaborative work will be reported regularly to Maryland's P-20 Council.

Moving Forward

As Maryland administers the PARCC Assessments over the next three years, MSDE will continue to provide support for all educators. This support includes maintaining PARCC as an agenda item for the monthly meeting of the LEA Assistant State Superintendents. The focus of these meetings is to communicate updates about the assessments and ascertain where LEAs may need more support. Current foci have included SLOs as an instructional tool training and the SAT redesign to align to MCCRCS.

Additionally, in school year 2014-2015, community colleges are working with the K-12 community to develop transition courses for students who are not college and career-ready after the 11th grade exam. These courses will be delivered in the twelfth grade and the frameworks for these courses have been delivered.

In conclusion, Maryland plans to continue to support educators with the transition to the

Maryland College and Career-Ready Standards, as well as the PARCC assessments by continuing to offer professional learning opportunities through Regional Educator Symposiums; Maryland Educator Webinar Series; edCamp Maryland; Maryland Educator Communities of Practice; partnering with Maryland affiliates; and presenting at affiliate conferences, such as those held by the Maryland Assessment Group (MAG) and The Council of Educational Administrative and Supervisory Organization of Maryland (CEASOM). Content for these state-sponsored professional learning opportunities will be determined by feedback from ongoing professional learning surveys; the Maryland Master Teacher Network; the Regional Educator Symposiums; state meetings with LEAs; and LEA visits.

XII. The Role of the SEA/LEA/School in the Transition to New Standards and Assessments

The Maryland State Board of Education adopted the Common Core State Standards in June 2010. In school year 2013-2014, LEAs fully implemented the Maryland College and Career-Ready Standards. In school year 2014-2015, all schools will administer the PARCC Assessments in ELA and Math in grades 3-8 and in English 10, Algebra I, and Algebra II. MSDE English/Language Arts and Mathematics teams have convened Maryland educators representing all LEAs to develop model units and lessons aligned to the standards. Each school developed its transition plan for the 2011 – 2012 school year. These transition plans were extended to the 2012-2013 school year at the 2012 Educator Effectiveness Academy, and to the 2013-2014 school year at the 2013 Educator Effectiveness Academy.

LEAs used the Maryland College and Career-Ready standards and MSDE’s model units and lessons to revise and rewrite their existing curricula in ELA and Math. LEAs used the materials from the summer academies to hold their own professional development sessions at both the school and LEA level. LEAs have also held their own trainings on administering the PARCC Assessment. MSDE will continue to support the LEAs in this work over the next three years.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7).</p>
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For Option B, insert plan here.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Maryland ESEA Renewal March 2015

Based on the implementation of Maryland’s ESEA approved Accountability System from 2012-2015, a commitment to continuous improvement, and in consultation with LEAs and stakeholders, Maryland will review the current Accountability System and submit a request to amend its system of accountability through the process established for States to request amendments to approved ESEA flexibility requests in January of 2016, after the PARCC results have been analyzed.

The following is Maryland’s Approved ESEA Accountability Model from 2012-2015:

In November 2013, Maryland applied for Double Testing and Accountability Determination Flexibility. As a result of the final “Field Test Flexibility” guidelines that were distributed to states in late October, MSDE determined that some of the changes will impact the way in which local school systems report state assessment data after the administration of the field test and the way accountability determinations are made. A review of the previously addressed guidelines along with new guidelines is listed below:

1. States that field test new assessments aligned to college and career ready standards in reading/language arts and mathematics in 2013-2014 can request the flexibility.
2. All students in the chosen classroom for field testing are required to participate. MSDE will be required to report students who participated in both the PARCC field test and the Maryland State Assessment.
3. Students participating in the field test will be REQUIRED to take the “full form of the assessment” (Performance-Based and End of Year) in either reading/language arts or mathematics.
4. A school may get the flexibility as long as it “participates in the field test” of at least one assessment/content. (Reading/language arts or mathematics)
5. The double testing flexibility allows schools that participate in the field tests to administer, for purposes of meeting the assessment requirements in ESEA section 1111 (b) (3) only one

- reading/language arts assessment and one mathematics assessment in 2013-2014 to any individual student, i.e, either the current State assessment or the field test assessment.
6. ESEA section 1111 (b) (3) (C) (xii) requires individual student interpretive, descriptive, and diagnostic reports that include information regarding achievement on State assessments to be distributed to parents, teachers, and principals as soon as is practically possible after an assessment is given. The double testing flexibility waiver would permit an SEA or LEA to refrain from producing or providing these individual student reports for a student's performance on the field test.
 7. All reporting obligations must still be met for performance on the State test. (Because the PARCC field test will NOT be administered at the high school level in Algebra I or English II (high school students will still take the HSA Algebra/Data Analysis and English II) state assessment data for individual students in high schools will be reported in the same way as previous years.) This means that School Progress and the School Progress Index with newly assigned strands will be calculated for all high school based on the 2013-2014 results.
 8. ESEA sections 1111 (h) (1)(C) (ii) and 1111 (h) (2) (B) require an:
 - a. SEA and LEA, respectively, to report on performance against AMOs (School Progress and the School Progress Index).
 - b. Waivers would permit SEA or LEA to refrain from reporting performance against AMOs for any school or single-school LEA that participates in the field test.
 - c. An SEA and its LEAs would still report performance against AMOs for: (1) Subject that is not part of the field test; and (2) All other schools and LEAs.
 9. An SEA or LEA need not report results from a field test. It must:
 - a. meet all reporting obligations with respect to results on State assessments, including for students who also participate in a field test, and report participation rate: total for the field test and for the State assessments.
 - b. report against AMOs for reading/language arts (assessed with the State assessment) if the field test is only for math or mathematics if the field test is only for reading/language arts.
 - c. report Federal accountability designation (even if same as the prior year).
 10. Strand designation will be assigned to schools that choose to double test (administer both the PARCC field test and both the reading/language arts and mathematics Maryland State Assessments) students.
 11. School Progress and School Progress Index will be calculated utilizing the 2013-2014 school year Maryland Assessment results and published on the report card website. Elementary and middle schools that are field testing will retain their 2012-2013 strand assignment.
 12. The administration of the PARCC field tests will be a local decision for School Improvement Grant (SIG) schools that must administer the State Assessments. School Progress and the School Progress Index with newly assigned strands will be calculated for all SIG schools based on 2013-2014 results.

Maryland's flexibility proposal permits the State to build on more than two decades of experience with school accountability using systematic enhancements benefitting from an array of technical and policy improvements that continue to evolve. The current flexibility proposal is based on the best accountability tools available to Maryland and now encompasses a broader palate of indicators of

school progress. However, the proposal anticipates the continuing evolution of school accountability over the coming years as the State implements PARCC assessments and makes further strides in both policy and data development. As additional tools become available to Maryland, Maryland plans to continue to evolve the proposed accountability plan to take advantage of tools currently in development and to work toward better reflecting the societal values that Marylanders express regarding their schools.

The Adequate Yearly Progress measures and school report cards of the past decade of No Child Left Behind are increasingly becoming outdated as developments on the research front avail educators with better tools and strategies. The grid of measures mandated by No Child Left Behind may have reflected the state of the art in 2002, but educators now recognize that AYP could tell only a very limited story of achievement for each school. However, through a decade of hard work, leaders have increasingly seen the value of expanding accountability mechanisms to encompass better real-time feedback via the analyses of data features, particularly within student growth and subgroup performance gap data.

The ongoing dialogue in Maryland over the past decade has involved a rich exchange among advocates for students, teachers, and school and school system leaders. By the time the ESEA Flexibility guidance was released by the United States Department of Education, Maryland State leaders had a strong sense of what the educational community and the community at large valued about schools. Through the two-decade school accountability experience in Maryland, school leaders have found the community to be a steadfast partner in the struggle to improve our schools. Unfortunately, the inherent design of No Child Left Behind, with its idealistic drive for one-hundred-percent proficiency by 2014 had the net effect of diluting State and local efforts to improve Maryland's most critically ineffective schools. ESEA Flexibility permits Maryland to reset its focus on the lowest-performing schools and to support those efforts vigorously, with a drive toward rigorous, but more realistic goals.

In Maryland and elsewhere in the nation, the dialogue on schools has become focused more sharply on ensuring that the learning trajectory for every student is aimed more accurately toward college and career goals. Consequently, Maryland invites the opportunity provided by the flexibility guidance to include a focus on that trajectory from preK through the post-secondary experience. It is for this reason that Maryland stakeholders invited the opportunity to recast the school accountability system to begin

taking the pulse on College- and Career-Readiness. The initial readiness measures proposed by Maryland are carefully chosen to be ones that are useful in gauging the programmatic trajectory of all high schools and all students in those schools. This shift can now provide a catalytic opportunity for both SEAs and LEAs to begin looking at their own work with high schools and their own even deeper measures of high school programs. Maryland was cautioned by advisors to ensure that the array of components in its accountability measures was limited to those most reflective of the education community's values and not overload the array with too many discrete measures. Overly robust arrays of school performance often provide too many compensatory opportunities for schools, ultimately permitting schools to hide their challenges in favor of their image. School improvement work must be based on honest reporting and an open understanding of the root causes of failure.

Maryland also approached the data array for its accountability system with an eye toward elegance, credibility, and validity. The past decade of school improvement work has provided a good opportunity to build strong accountability systems at the State level. However, many more additional opportunities lie ahead for states to begin capturing even more meaningful data and analytical tools. College- and career-readiness measures will evolve to take advantage of data from nationally used programs such as that generated by Advanced Placement and International Baccalaureate programs. Because the accountability program is meant to gauge student performance and readiness and not school policies, some work will lie ahead for Maryland to identify ways to incorporate some of the most meaningful data as the accountability system further evolves.

Over the past two decades, work with low-performing schools has been based on relatively limited comparative snapshots of school data. School leaders analyzed their performance against LEA and SEA results in any given year and watched their trend lines over time. Maryland's flexibility proposal will provide leaders with better tools to gauge how schools are addressing the needs of subgroups as well as individual students. The data array will permit leaders to examine how well students are progressing year-to-year. The system will permit leaders to probe further into data to locate the most egregious student performance gaps among subgroups. Both student growth and subgroup gaps data in isolation are of very limited value unless viewed comparatively. The Maryland School Progress Index will be rolled out as part of Maryland's recasting of its accountability system. The annual tracking of a school's aggregated and subgroup performance will continue as reported via www.MDReportCard.org at the school, school system, and state level. The data will be informative to the school improvement

progress, particularly as it relates to the Annual Measurable Objectives as calculated using Option A and will assure full disclosure of the year-to-year performance of every Maryland school. However, the Maryland School Progress Index will use the Report Card data and/or derivatives of that data for the purpose of painting a clear picture of every school's performance on a comparative scale in relation to the school's movement toward the reduction of student non-proficiency within six years.

Maryland has multiple effective channels to communicate and explain the new accountability system and Index. Currently, Maryland is undergoing a redesign of the MarylandReportCard.org website, which will include in depth information of the new reporting system. The website has consistently been the primary source of individual school, system and State accountability data. Screen shots of the initial stage of the preliminary design are attached (Please see Appendix II-5). There are regular monthly meetings with Local School System Superintendents and Assistant Superintendents for Instruction, as well as regular meetings with Local Accountability Coordinators and Public Information Officers.

Maryland has various regular publications that are widely disseminated to system-level and school-based staff and other stakeholders that will address the change. MSDE staff also plan on producing a video that will be promoted to a wide variety of audiences and available on the Maryland website. MSDE will work with Maryland State PTA so that parents can be updated during their regular communication channels and also during their annual statewide convention held in July. Information will also be provided through a Parent's Guide publication that will be widely distributed. MSDE will also work with the Maryland Association of Student Councils to provide information directly to students. Finally, Maryland will utilize a wide variety of media outlets to update the general public.

Additionally, webinars are being developed that describe the calculations for Priority, Focus and Reward schools; Option A AMOs; and the school index. Webinars will be presented to Local Accountability Coordinators, Title I Coordinators and Directors of Special Education. Design and development work with Maryland's vendor for the public website (mdreportcard.org) began for the presentation of the Maryland School Progress Index. Maryland plans to calculate the school index utilizing the 2011-2012 assessment and accountability data for publication in August 2012.

The Index mirrors recent work performed in many other states on similar indices, but it is uniquely a Maryland tool. The Index is the result of work the State has done to dialogue with advocates, leaders, and stakeholders over many months on the future of accountability in Maryland. While Maryland

conducted dozens of formal briefings and exchanges with key stakeholders over five months, Maryland's unique geographic and political structure has been conducive for the ongoing dialogue on school accountability for some years. The State Superintendent and key staff meets ten to twelve times per year with the State's twenty-four local superintendents on critical policy issues, for which school accountability has been an ever-present part of the discussions. Further, Maryland State Department of Education technical, program, and policy staff meet nearly as often with their local counterparts to assure coherence across local school systems and to ensure effective implementation of new policies and programs. All were engaged in dialogues and briefings with these groups in the five months during which the current proposal was developed. Numerous additional meetings were held with teachers, parents, higher education officials, business leaders, and advocates to broaden the dialogue. The ultimate shape and structure of the Index is a direct result of those dialogues.

The discussions often probed routine implementation issues for both State and local staff as well as the data requirements. It also became clear that the State would ultimately need to limit the number of Index components to ones that were meaningful to schools and at the same time would meet the highest tests of integrity. While the mechanisms and structures for measurement were probed, a significant amount of attention was given to the core values that stakeholders held regarding their schools. The core values emerging from those discussions were not unlike those held in other states, but they helped assure that the Index would be rooted in things that most mattered to Marylanders.

The Core Values were articulated in numerous ways, but they ultimately came down to a recognition that schools needed to assure that every student in every school was served well. That meant that at the end of the school year, every student would have progressed at least one year in critical content knowledge and skills. It also meant that no student subgroup would fall behind due to the lack of attention of school leaders to student and/or community problems and needs. The Core Values, in the end, centered around the deeply held belief of so many stakeholders that graduates should graduate on time and be prepared to pursue their life dreams.

By cross-referencing the Core Values strongly articulated by the community and stakeholders as well as educators against the data and data tools currently available in Maryland, the concept of the Maryland School Progress Index was born. A need for simplicity and elegance for both implementation and communication reasons formed the basis for the skeleton structure of the Index

with three distinct Core Values areas for each of the elementary, middle school, and high school levels. The elementary and middle school Index looks at Student Achievement, Growth, and Gaps while the high school Index substitutes College- and Career-Readiness for Growth. At some time in the future, student growth may be incorporated into the high school Index, but the State's data advisors suggested that the current assessment programs at the high school and middle school levels had administrative and timing issues that might confound the production of a high school growth measure and compromise the value of the Index measure. Further study or assessment changes in future years might facilitate the introduction of growth into the high school Index.

In February 2012, Maryland conducted standard setting for the Index using a modified Delphi model similar to the approach used in Maryland over the past two decades for standard setting for assessments, performance reports, graduation rates, and other accountability measures. Approximately 25 stakeholders were invited to participate in the process from local superintendents of both large and small school systems to parent and teacher representatives, local school data technical experts, business representatives, school principals, and advocates for groups such as students with disabilities and students who are English Language Learners. The participants were provided an orientation on the ESEA Flexibility proposal for Maryland and the role the Index will play in the State's school accountability system. The data elements were defined and articulated so that participants would understand both the values and limitations of the measurements included in the Index. However, participants were asked to recognize their own values as they related to schools and to work as a group toward consensus on the weights to be applied to each of the Core Value areas in the Index and the components of each.

By identifying the median position of each participant on each consensus round, standards-setting leaders produced a complete record of proceedings for sharing with the Interim State Superintendent of Schools. Following the State Superintendent's review of the recommendations of the standards-setting group, the State Superintendent produced a set of recommendations for the State Board of Education for inclusion in the ESEA Flexibility application for Maryland. On February 13 and again on February 28, the State Board examined and agreed to the Core Values Areas, their weights, and the weights of their components as reflected in this application.

Annual Measurable Objectives

The proposal begins by incorporating the opportunity under Option A in the Flexibility Guidance to reset Annual Measurable Objectives (AMOs) for the coming six years on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The reconfiguration of annual targets and the 2017 goal itself will be instrumental in driving school improvement work for all schools, all students, and all subgroups. The AMOs will be calculated for each school for the “all students” category and for all of the subgroups. The subgroup level AMO in the LEA will be used for any subgroup or “all students” with a 90% or higher baseline. Please see below for the 2010-11 State data (this will not be referred to as an AYP Report in the future) — these AMOs represent the State level AMOs collapsed for all grades K-12. Further, the progress of each school toward the Statewide targets provide valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students and the extent to which the school is fulfilling those needs. Participation will continue to be calculated and included with a 95% AMO for participation.

Maryland will reinforce its expectation that all students participate in assessments by including the non-participants in the Option A Achievement AMOs at the Basic proficiency.

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Accountability, Assessment, and Data Systems

2011 AYP Report

Option A State AMOs

Subject Title	Subgroup	2011			AMOs					
		Proficient Count	Test Taker Count	Baseline	2012	2013	2014	2015	2016	2017
Math	All Students	342085	423856	80.7	82.3	83.9	85.5	87.1	88.7	90.4
	American Indian	985	1247	79.0	80.7	82.5	84.2	86.0	87.7	89.5
	Asian	22763	24076	94.5	95.0	95.5	95.9	96.4	96.8	97.3
	African American	103002	152001	67.8	70.5	73.1	75.8	78.5	81.2	83.9
	Hispanic/Latino	34592	45186	76.6	78.5	80.5	82.4	84.4	86.3	88.3
	Pacific Islander	292	358	81.6	83.1	84.6	86.2	87.7	89.2	90.8
	White	167781	186287	90.1	90.9	91.7	92.5	93.4	94.2	95.0
	Two or more Races	12665	14669	86.3	87.5	88.6	89.8	90.9	92.0	93.2
	Sp. Ed.	31763	56165	56.6	60.2	63.8	67.4	71.0	74.7	78.3

	LEP	18912	25504	74.2	76.3	78.5	80.6	82.8	84.9	87.1
	FARMS	120671	173972	69.4	71.9	74.5	77.0	79.6	82.1	84.7
Reading	All Students	362434	425562	85.2	86.4	87.6	88.9	90.1	91.3	92.6
	American Indian	1033	1250	82.6	84.1	85.5	87.0	88.4	89.9	91.3
	Asian	22760	24214	94.0	94.5	95.0	95.5	96.0	96.5	97.0
	African American	115296	152505	75.6	77.6	79.7	81.7	83.7	85.8	87.8
	Hispanic/Latino	37231	45332	82.1	83.6	85.1	86.6	88.1	89.6	91.1
	Pacific Islander	308	358	86.0	87.2	88.4	89.5	90.7	91.9	93.0
	White	172480	187167	92.2	92.8	93.5	94.1	94.8	95.4	96.1
	Two or more Races	13324	14720	90.5	91.3	92.1	92.9	93.7	94.5	95.3
	Sp. Ed.	35621	55889	63.7	66.8	69.8	72.8	75.8	78.8	81.9
	LEP	18999	25206	75.4	77.4	79.5	81.5	83.6	85.6	87.7
	FARMS	131638	173897	75.7	77.7	79.7	81.8	83.8	85.8	87.8

Maryland proposes to continue the annual publication of the performance status of each school, school system, and the State in relation to its AMOs and will use its report card website, www.MDReportCard.org as an instrumental vehicle for making that information available to the public, along with other data not mandated by NCLB. Since the passage of ESEA reauthorization in 2001, Maryland has also published annually the names of schools failing to meet all annual targets in any single school year. Following the ESEA Flexibility approval, Maryland will publish all AMO data for the “all students” category and for each individual subgroup for each school. However, Maryland is requesting a waiver of the requirement for identifying schools based on AYP status since the proposal reconfigures accountability to a more accurate methodology, based on the flexibility provided in the Flexibility Guidance.

Maryland School Progress Index

Maryland’s collaboration with its partners—parents, educators, legislators, business, and the general public—has produced consensus on a set of Core Values that will drive the identification of schools for intervention and similarly the recognition of schools making exceptional progress and achieving at high levels. Selected components and derivatives from the traditional Adequate Yearly Progress data set will be incorporated into a school appraisal instrument that more comprehensively reflects the Core Values Marylanders have regarding their schools.

The identified Core Values begin with student performance. Certainly, the goal and purpose of each Maryland school is to assure that students receive the best education possible and can demonstrate the acquisition of the skills and knowledge they have acquired. Maryland assessments, built under the requirements of the Elementary and Secondary Education Act continue to be the benchmarks by which student performance is measured, with proficiency standards (advanced, proficient, basic). These assessments provide an accurate measure of student achievement in critical grade level mathematics and reading/English content. This information contributes directly to the current AYP data set posted for each school and subgroup. The data related to AMO progress for schools will essentially be the same information feeding into the Core Values measurements. Core Values data is principally concerned with the distance a school is from each of its annual performance targets as determined by Option A. It should be noted that the Index will be revised as MSA and HSA are replaced by PARCC Assessments and other measures are developed with the implementation of the Longitudinal Data System.

Ultimately, the Standard Setting Committee on February 8th made recommendations for the value of achievement. If all students are achieving at high levels, then the performance of the school is deemed acceptable and the school assessed as successfully achieving its targets and goals. However, within every school, the spectrum of student performance mirrors an array of student social, developmental, and medical conditions. Standards are set to represent the minimal expectations all students will need to meet if they are to be prepared adequately for the next school year's academic challenges and to eventually be college- and career-ready.

Particularly for students receiving special services (English Language Learners, students with disabilities, and students living in poverty as measured via the Free and Reduced Price Meals Program) and for some students in some traditionally low-performing racial subgroups, the assessment standards and thus the annual performance targets may be challenging to achieve. Consequently, the school's instructional program must include features designed for the primary purpose of accelerating the year-to-year performance growth of low-performing students so that the annual targets are achieved assuring the student can be ready for college or career upon graduation.

Through the MD IDEA scorecard, State and district leaders can compare schools, regions and district

performance of all students, including students with disabilities. At the local level, school leaders can analyze local school data to improve school performance and access online professional development to support data analysis and data informed decision making. In addition, schools can monitor fidelity of implementation of targeted interventions and student performance. The Maryland State Department of Education, Division of Special Education/Early Intervention Services has a newly launched web portal located at <http://marylandlearninglinks.org>. This dynamic site has many interactive features and resources for educators and families related to special education and early intervention services in Maryland. The site is constantly being updated and enhanced with new resources and current information. The Maryland Learning Links (MLL) contains multiple channels and among them are the Teaching All Students, Professional Practice, and Leadership channels. The Teaching All Students channel contains multiple methods of presenting information about research-based practices such as Universal Design for Learning and Differentiated Instruction. There are media clips, enhanced podcasts, narrative information, professional development segments, articles, interactive practice activities, and links to learn more that can all be used to support professional development and growth for addressing the needs of diverse learners. The Professional Practice channel has information that can support a teacher in developing their own professional growth plan throughout their career that will enhance their skills in meeting diverse student needs. There is also media and information about mentoring. The Leadership channel was developed to support leaders and school administrators who are the instructional leaders that lay the foundation for establishing a collaborative school culture in order to promote high levels of achievement for all students.

School improvement is by definition a long term but constantly changing process. Good planning based on the analyses of targeted data should keep the necessary changes to a minimum. Any change should be directly driven by the changing needs of the students and often takes several years to institutionalize. Meanwhile, students who are not performing at the standards levels often need extraordinary intervention to fuel their performance acceleration, regardless of the overall condition of the school. Recognizing that greater incentive and accountability is needed to assure that kind of acceleration, Maryland constituents indicated a need for direct measurements of the acceleration of individual student performance and for the closing of gaps for student subgroups. Consequently, the proposed Maryland School Progress Index incorporates two additional related, but separate Core Values—Gap Closing and Annual Individual Student Growth. The Standard Setting Committee made further recommendations for the weights of gap and growth.

A fourth Core Value is College- and Career-Readiness. While no satisfactory elementary or middle school measures currently exist, several existing high school measures permit a reasonably satisfactory assessment of the measure. Maryland looks forward to the addition of further elements as the data become available with the development of the Longitudinal Data System and as Maryland administers the PARCC assessments. Additionally, Maryland will continue to revise the School Progress Index as the data components are analyzed and reviewed. Since the Standard Setting process was conducted on February 8, 2012, as discussed below, Maryland will need to review the data runs and will submit any revisions to USDE prior to implementation.

Ultimately, the Index will be used to group schools with similar challenges so that targeted supports and resources can be offered by both the State Education Agency (SEA) and the Local Education Agency (LEA).

Maryland School Progress Index Components

Theory of Action

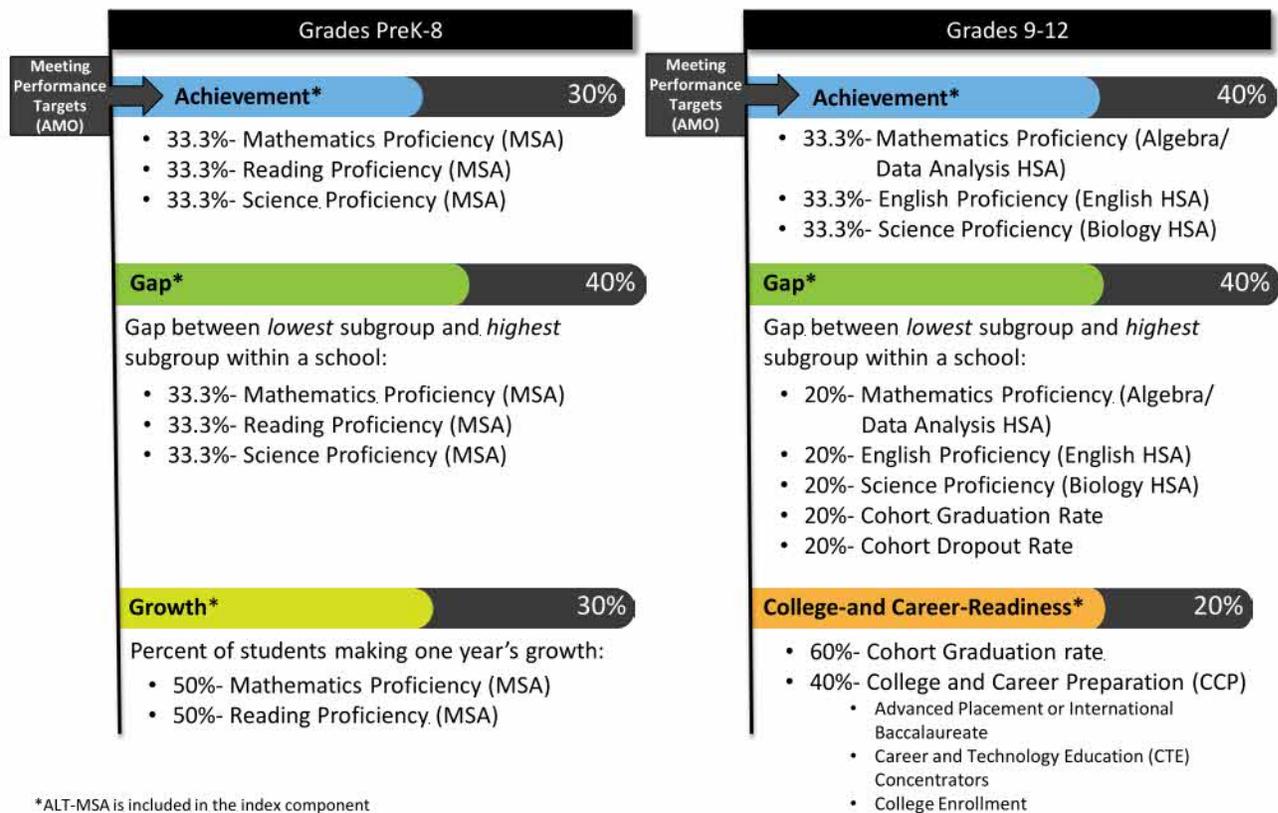
The premise of an Index is that schools are evaluated on a continuous scale based on variables Maryland State Department of Education deems important indicators of adequacy: Achievement, Growth, College- and Career-Readiness, and Reducing Gaps. A proportional index measures the location of a school relative to a target (O/T) where O is the observed value and T is the target. Proportions less than one indicate the observed performance is less than the target. Proportions one or greater indicate the observed performance is greater than or equal to the target. The measure is continuous in that the value conveys how far above or below the target the observed result falls. The index for the sample has a minimum value of 0 and a theoretical value greater than 1. The index can be rescaled by multiplying the index value by the maximum value of the desired scale. For example, to convert the values to a 100-point scale, multiply the index value by 100.

To simplify matters, targets for each component of the Index were created using the logic of Option A: a 50% reduction by 2017 in students at basic, not graduating, etc. Annual targets were set according to Option A as well. The amount of improvement needed to reach the 2017 target is equally distributed across 6 years.

Unlike the discreet model used for AYP decisions (Met or Not Met), combining values within and between categories results in a composite Index that is compensatory where a low value on one component can be balanced by a high value on another component. It is possible that a school not meeting the AYP criteria could have a relatively higher composite Index value and very likely be judged as adequate. Unlike the AYP model in which all components are equally weighted, each of the components and categories comprising the Index can be differentially weighted based on their perceived importance in assessing overall school performance.

Under No Child Left Behind, a school could achieve Adequate Yearly Progress only if each of the groups and subgroup performance levels met or exceeded the same Annual Measurable Objective. Consequently, the school failing to achieve the AMO for one of the subject areas for one of the subgroups would necessarily fail to achieve AYP for the year and failing to meet AMOs for two consecutive years would result in the school entering school improvement. An examination of schools not achieving AYP then produces a mixture of schools and consequently helps little in appraising a school's overall performance. The compensatory nature of the Index reveals better how the school is performing and incorporates vitally important information about improvement and growth in addition to achievement. (The draft of the Index is below with full size copies in Appendix 2.A)

Maryland School Progress Index



Core Value Definitions

The Core Values related to the Maryland School Progress Index include the following:

Achievement (elementary, middle, and high school) based on percentage of the “all students” group scoring proficient or advanced on the Maryland School Assessments (MSA) (which includes and will continue to include student performance on the Alt-MSA) in Mathematics, Reading, and Science for Elementary Schools, Middle Schools, and on the High School Assessments in Algebra, Biology, and English. Non-participants will be included at basic proficiency to reinforce Maryland’s expectation that all students participate in the assessments.

Growth (elementary and middle) or *Annual Individual Student Performance Growth* is based on the percentage of the “all students” group and in specific subgroups demonstrating growth in performance over the previous year. Annual targets set for each content area separately are based on the percent of students that would yield a 50% reduction in the percentage of students by 2017 demonstrating less

than one year's growth from the prior year for the "all students" group.

Gap Reduction (elementary, middle, and high school) is defined as a decrease in the performance gap between the highest- and lowest-performing subgroups. The calculations include an adjustment for reductions resulting from declines in performance of highest-performing subgroup.

College- and Career-Readiness for high schools includes cohort graduation rate (60%), and college and career preparation (CCP) (40%). The college and career preparation component is made up of three elements: Advanced Placement or International Baccalaureate, Career and Technology Education Concentrators, and college enrollment. Since the goal is to prepare students for both college and/or careers, Maryland sought to identify a way to capture both pathways. The CCP component considers having a student in any one of the three elements as a student success factor. Students who take an Advanced Placement exam and score a three or better OR take an International Baccalaureate exam and score a 4 or better, OR are a career and technology education concentrator, OR enroll in college within 16 months after graduation would be counted as a CCP student for that individual school. The formula for CCP is Success Factor = . (AP Score 3 or better OR IB Score 4 or better => +1 OR CTE concentrator +1 OR Enrolled in Post Secondary + 1). A student is only counted once in the numerator even if they meet two or more of the three question criteria in CCP.

Maryland's School Progress Index (Grades 9-12) includes College- and Career-Readiness Indicators because they are important early predictors of whether a student will be positioned for successful first steps in college and a career. In the first iteration of the Index, only indicators for which there are established data elements are included. These indicators will be adjusted/replaced as the Index is refined and expanded with the assistance of the Maryland Longitudinal Data Systems (LDS). (Note: Once Maryland's LDS is fully operational, the career and technology education concentrators' element for the CCP metric in the School Progress Index can be replaced by the percentage of graduates achieving program completion status or the percentage of graduates earning industry certifications.) While these indicators are less than perfect, each can be viewed as a predictor of college and career success. Moreover, they currently constitute the measures for which reliable data is available. Over time, it is expected that more measures will be added with the Longitudinal Data System (LDS).

Cohort Graduation Rate and Definition

Maryland began using the cohort graduation rate for accountability in 2011, one year ahead of the

requirement for all states due to State Legislation. Maryland has previously used and continues to report the Leaver Graduation Rate. The Leaver Graduation Rate is 87.0% for 2011, up from 85.2% in 2007, demonstrating continuing growth in overall graduation rate for all Maryland students. The goal and respective targets for both 4-year and 5-year cohort graduation rate for the “all students” group were established in February 2011 and approved by the State Board. For 2012, all states must report cohort graduation rate for the “all students” group and for each subgroup.

Through the Standard Setting process, a group of stakeholders recommended that the cohort graduation goal be 95% in 2020 (submitted and approved by USDE in Maryland’s Consolidated State Application in 2011). Based on data analysis it is clear that there are subgroups that continue to struggle with graduation and a number of subgroups have far greater distances to improve and reach this 95% 2020 goal than others.

To ensure that Maryland’s process and targets are both rigorous and attainable, Maryland has calculated the targets for subgroups utilizing the target approved by USDE in 2011 and adapting the “Option A” for assessment AMOs as provided in the ESEA Flexibility Application. The procedure is: Set annual equal increments toward the goal of reducing by half the percentage of students in each subgroup who are not meeting the 95% in 2020 graduation goal, as approved by USDE, within nine years (number of years between the present and 2020). By using option A to reach a grad rate using a goal of 95% by 2020, we want to reduce the percentage of non grads by 50% (one-half) in relation to the 95% goal based on the base year. The formula for gain per year is as follows:

$$\text{Gain per year} = (((0.95 - (0.95 - \text{baseline grad rate})/2) - \text{baseline grad rate}) / 9)$$

The formula above is used for the 4-year and 5- year cohort graduation rate.

State Graduation targets by subgroup are provided below. The first table is the 4-year cohort graduation data and the second table is the 5-year cohort graduation data.

MARYLAND STATE DEPARTMENT OF EDUCATION
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Option A State AMOs - 4-Year Cohort Graduation Rate

Subject Title	Subgroup	*Baseline	2012	2013	2014	2015	2016	2017	2018	2019	2020
Grad. Rate	All Students	81.97	82.70	83.42	84.14	84.87	85.59	86.32	87.04	87.76	88.49
	American Indian	75.93	76.99	78.05	79.11	80.17	81.23	82.29	83.35	84.41	85.47
	Asian	93.04	93.15	93.25	93.36	93.47	93.58	93.69	93.80	93.91	94.02
	African American	74.02	75.18	76.35	77.51	78.68	79.85	81.01	82.18	83.34	84.51
	Hispanic/Latino	73.44	74.63	75.83	77.03	78.23	79.43	80.62	81.82	83.02	84.22
	Pacific Islander	90.24	90.51	90.77	91.04	91.30	91.57	91.83	92.09	92.36	92.62
	White	88.27	88.65	89.02	89.39	89.77	90.14	90.52	90.89	91.26	91.64
	Two or more Races	93.42	93.51	93.59	93.68	93.77	93.86	93.95	94.03	94.12	94.21
	Sp. Ed.	54.72	56.95	59.19	61.43	63.67	65.91	68.14	70.38	72.62	74.86
	LEP	56.98	59.09	61.21	63.32	65.43	67.54	69.65	71.77	73.88	75.99
	FARMS	74.11	75.27	76.43	77.59	78.75	79.91	81.07	82.23	83.39	84.55

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Accountability, Assessment, and Data Systems

Option A State AMOs - 5-Year Cohort Graduation Rate

Subject Title	Subgroup	*Baseline	2012	2013	2014	2015	2016	2017	2018	2019	2020
Grad. Rate	All Students	84.57	85.15	85.72	86.30	86.88	87.46	88.04	88.62	89.20	89.78
	American Indian	78.01	78.95	79.90	80.84	81.78	82.73	83.67	84.62	85.56	86.50
	Asian	94.53	94.56	94.58	94.61	94.63	94.66	94.69	94.71	94.74	94.77
	African American	77.86	78.82	79.77	80.72	81.67	82.62	83.58	84.53	85.48	86.43
	Hispanic/Latino	78.15	79.09	80.02	80.96	81.90	82.83	83.77	84.70	85.64	86.58
	Pacific Islander	95.12	95.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00
	White	89.65	89.94	90.24	90.54	90.84	91.13	91.43	91.73	92.03	92.32
	Two or more Races	94.73	94.75	94.76	94.78	94.79	94.81	94.82	94.84	94.85	94.87
	Sp. Ed.	60.94	62.83	64.73	66.62	68.51	70.40	72.29	74.19	76.08	77.97
	LEP	66.64	68.21	69.79	71.37	72.94	74.52	76.09	77.67	79.24	80.82
	FARMS	80.24	81.06	81.88	82.70	83.52	84.34	85.16	85.98	86.80	87.62

Attendance Rate and Definition

Maryland has published on its website (mdreportcard.org) attendance rates for all schools beginning in 1993 and began using the attendance rate for Maryland’s accountability program in 1990 as the baseline year. Since 2003, the attendance rate has been utilized in the accountability program as the other academic indicator for elementary and middle schools. The Attendance Rate for high schools in 2011 is 92.3%, up from the 1993 attendance rate of 90.6%.

Through a Standard Setting process, a group of stakeholders recommended that the attendance rate target be 94% which has been part of the Accountability Workbook since 2003.

To ensure that Maryland’s process and targets are both rigorous and attainable, Maryland has calculated the targets for high schools utilizing the 94% goal using the “Option A” procedures for the attendance AMOs as provided in the ESEA Flexibility Application. The procedure is: Set annual equal increments toward the goal of reducing by half the percentage of students in each subgroup who are not meeting the 94% in 2017 attendance rate goal within six years. By using option A to reach an attendance rate using a goal of 94% by 2017, we want to reduce the percentage of absentees by 50% (one-half) in relation to the 94% goal based on the base year. The formula for gain per year is as follows:

$$\text{Gain per year} = (((0.94 - (0.94 - \text{baseline attendance rate})/2) - \text{baseline attendance rate}) / 6)$$

Career Attainment Definition

Maryland gives students the option of earning a standard high school diploma with a career concentration if they complete a State-approved career and technology education (CTE) program of study. The Career Attainment rate represents the percentage of graduating students who attained advanced standing in a State-approved CTE program of study, i.e. enrollment in the “concentrator” or third course in the program sequence. (Note: CTE Concentrator data are included in Maryland’s CTE Accountability System and are part of the data reported annually to the USDE.) CTE programs of study provide students with academic and technical knowledge and skills, include a work-based learning component, and culminate in an industry certification and/or early college credit.

Standard Setting

On February 8, MSDE invited 25 representatives of Maryland’s Statewide pre-K through 12 school community to participate in a standard setting discussion on the new Maryland School Progress Index. The group was identified to represent both school and school system leadership from among the State’s

twenty-four school systems as well parents and advocates for teachers and students. Groups such as the Maryland State Educators Association (the NEA affiliate for Maryland) and the Baltimore Teachers Union (the AFT affiliate) were invited to be at the table as well as advocates for students with disabilities, Title I students, and ELL students. The Maryland State Department of Education provided technical and policy experts and consultants to assist with the process.

The February 8 meeting followed dozens of prior meetings on the ESEA flexibility application with individuals and groups, including those represented in the preliminary standard setting, with the understanding that the standard setting would be inclusive and thoughtful and would be carefully designed to elicit the most viable outcomes for students.

The standard setting procedure for the Index is patterned after the model that has been used in Maryland since 1993, when the State first developed standards in its initial school accountability system. The procedure has been used for measures as diverse as attendance rates and test scores. However, the development of the component weights for the Index presented special problems for State policy makers in that the Index was designed to convey a broad interpretation of the performance of a school from an array of diverse factors. Educators recognized all as important indicators of success or progress, but they have never been consolidated under the same umbrella with traditional achievement measures such as test results.

The standard setting procedure used for the Maryland School Progress Index was patterned after the modified Delphi process that Maryland has used since 1993. Consequently, the standard setting process was modified to produce an Index value for each school that most accurately reflects the critical core values of educators, advocates, and parents. The standard setting process is outlined below:

Steps	Activity	Outcome
November-December Framework Structure Development	Who: MSDE staff with consultants and stakeholders via multiple engagements What: Identify core values and the most viable component measures for inclusion in the Index;	Identification of Index Core values used to organize viable Index components.
December-January Framework	Who: MSDE staff and consultants What: conduct preliminary statistical	Draft framework developed to include most viable components.

Research	studies of all possible component measures to identify most technically feasible component design for Maryland.	
February 8 Preliminary Determination of Index Weights	Who: Stakeholder standard setting group, assisted by key MSDE staff and consultants. What: Study the Draft Index framework and the outcome of MSDE studies of component viability and determine alignment with core values.	Preliminary recommendations on the weighting of components for the Index.
February 10 State Superintendent Review	Who: State Superintendent of Schools and appropriate MSDE staff What: Review the preliminary recommendations of the Stakeholder standard setting group	Recommendation of Index framework and component weights for State Board of Education .
February 13 State Board Action	Who: State Board of Education What: Considers the recommendations of the State Superintendent of Schools on the School Progress Index framework for action.	The determination of the Index component weights for submission to USDE February 28 in the ESEA waiver application.
February 28 USDE Review	Who: USDE staff and experts What: Review of the complete Maryland ESEA waiver application	Approval/recommendations or both for Maryland on the implementation of the ESEA waiver plan.
March-May Further Technical Studies	Who: MSDE staff and consultants What: Conduct statistical studies of the draft framework and fine-tune the implementation steps necessary.	Studies based on the design to identify possible adjustments necessary to assure the Index functions as intended.
April-May Second Standard Setting Process	Who: MSDE staff and consultants What: Review data on the Index to determine cuts of schools.	Determination of schools in each of 5 strands as described in process.

February 8 Standard Setting Procedure

Development of Standards Recommendations:

HIGH SCHOOL STANDARDS

- 1. Relative weights for three core values areas (Achievement, Gaps, College- and Career-Ready.**
 - a. Develop an understanding of the terms used for components:**
 - i. Core Values Areas

- ii. Components
- iii. Recommendations
- b. Conduct table discussions on the core value areas and how these areas might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the core values areas.
- d. Discussion of the preliminary vote and range of votes.
- e. Second table discussion on the weighting
- f. Conduct second consensus vote on the possible relative weights of the core values areas.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

2. Relative weights for High School Achievement (English, Mathematics, Science)

- a. Develop an understanding of the terms used for the achievement components.
 - i. English (English HSA)
 - ii. Mathematics (Algebra/Data Analysis HSA)
 - iii. Science (Biology HSA)
- b. Conduct table discussion on the Achievement components and how these areas might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the Achievement components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the Achievement weighting
- f. Conduct second consensus vote on the possible relative Achievement component weights.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

3. Relative weights for High School Gaps components. The Gaps components consist of the gaps for each of the five measures between the school's highest- and lowest-performing group.

- a. Develop an understanding of the terms used for the Gaps components.
 - i. English (English HSA)
 - ii. Mathematics (Algebra/Data Analysis HSA)
 - iii. Science (Biology HSA)

- iv. Cohort Graduation Rate
- v. Cohort Dropout Rate
- b. Conduct table discussion on the Gaps components and how these areas might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the Gaps components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the Gaps weighting
- f. Conduct second consensus vote on the possible relative Gaps component weights.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

4. Relative weights for High School College- and Career-Ready

- a. Develop an understanding of the terms used for the College- and Career-Ready components.
 - i. Cohort Graduation Rate
 - ii. Career Attainment
 - iii. Attendance
- b. Conduct table discussion on the College- and Career-Ready components and how these components might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the College- and Career-Ready components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the College- and Career-Ready weighting
- f. Conduct second consensus vote on the possible relative College- and Career-Ready component weights.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

ELEMENTARY AND MIDDLE SCHOOL STANDARDS

1. Relative weights for Elementary and Middle School Core Values Areas (Achievement, Growth, Gaps)

- a. Review the terms used for components:
 - i. Core Values Areas
 - ii. Components

iii. Recommendations

- b. Conduct table discussion on the Elementary and Middle School core values areas and how these areas might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the core values areas.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the weighting
- f. Conduct second consensus vote on the possible relative weights of the core values areas.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

2. Relative weights for Elementary/Middle School Achievement (Reading, Mathematics, Science)

- a. Develop an understanding of the terms used for the achievement components.
 - i. Reading (Reading MSA)
 - ii. Mathematics (Mathematics MSA)
 - iii. Science (Science MSA)
- b. Conduct table discussion on the Achievement components and how these components might help paint a good picture of a school's performance. Discuss whether the elementary and middle school achievement weighting should differ from high school achievement
- c. Conduct preliminary vote on the possible relative weights of the Achievement components.
- d. Discussion of the preliminary vote and range of votes.
- e. Second table discussion on the Achievement weighting (if necessary)
- f. Conduct second vote on the possible relative Achievement component weights (if necessary).
- g. Sharing of the outcome of vote 2, if necessary, with explanation of the range of votes.

3. Relative weights for Elementary/Middle School Gaps components. The Gaps components come from the gaps between the highest- and lowest-performing subgroups within the school.

- a. Develop an understanding of the terms used for the Gaps components.
 - i. Reading (Reading MSA)
 - ii. Mathematics (Mathematics MSA)

iii. Science (Science MSA)

- b. Conduct table discussion on the Gaps components and how these components might help paint a good picture of a school's performance. Discuss whether the weighting should be different from or the same as the high school gaps weighting recommendations.
- c. Conduct consensus vote on the possible relative weights of the Gaps components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the Gaps weighting (if necessary)
- f. Conduct second consensus vote on the possible relative Gaps component weights (if necessary).
- g. Sharing of the outcome of vote 2, with explanation of the range of votes (if necessary).

4. **Relative weights for Elementary/Middle Growth components.** For Growth, the Index uses the percent of students making one year's growth or more in the three Maryland School Assessments.

- a. Develop an understanding of the terms used for the Growth components.
 - i. Reading (Reading MSA)
 - ii. Mathematics (Mathematics MSA)
- b. Conduct table discussion on the Growth components and how these components might help paint a good picture of a school's performance. Discuss whether the weighting should be different from or the same as the high school gaps weighting recommendations.
- c. Conduct consensus vote on the possible relative weights of the Growth components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the Growth weighting (if necessary)
- f. Conduct second vote on the possible relative Growth component weights (if necessary).
- g. Sharing of the outcome of vote 2, with explanation of the range of votes (if necessary).

Following compilation of the results of the standard setting procedure, the State Superintendent received a complete briefing on the process and the results. The State Superintendent reviewed all the summary discussion notes and the votes, with particular attention to the range and median for each of the votes. The State Superintendent submitted the information to the State Board on February 13 for

presentation and action.

Subsequent to the February 13 vote, the Maryland State Department of Education will complete statistical and process studies to determine a detailed implementation plan as well as adjustments to the procedures and Index itself necessary for full implementation with the 2011-2012 school performance data. Annually the Index will be reviewed and updated as needed.

Example of the School Progress Index Calculation for Elementary and Middle Schools

Elementary Schools
Grades K-5

School Index 1.010											
Achievement				Growth				Gap Reduction			
Weight-1	0.300			Weight-1	0.300			Weight-1	0.400		
Working weight-1				Working weight-1				Working weight-1			
1	0.300			1	0.300			1	0.400		
Weighted Contribution	0.293			Weighted Contribution	0.286			Weighted Contribution	0.431		
Assessments				Assessments				Assessments			
	Math	Read	Science		Math	Read		Math	Reading	Science	
Weighted Proportion	0.321	0.328	0.329	Weighted Proportion	0.520	0.434	Weighted Proportion	0.342	0.356	0.379	
Target	0.954	0.945	0.872	Target	0.597	0.945	Target	0.927	0.927	0.863	
Weight-2	0.333			Weight-2	0.500			Weight-2	0.333		
Working Weight-2				Working Weight-2				Working Weight-2			
2	0.333			2	0.500			2	0.333		
Proportional Measure	0.964	0.984	0.987	Proportional Measure	1.039	0.868	Proportional Measure	1.025	1.068	1.136	
All Students current Yr	0.920	0.930	0.860	All Students current Yr	0.620	0.820	All Students High-Low Current Yr	0.050	0.010	0.020	
All Students Base Yr	0.950	0.940	0.860	All Students Base Yr	0.560	0.940	All Students High-Low Base Yr	0.080	0.080	0.150	

Maryland will reinforce its expectation that all students participate in assessments by including the non-participant students at basic proficiency in the Achievement area of the School Progress Index.

The **School Progress Index** for each elementary / middle school is calculated by summing the weighted contribution from Achievement, Growth, and Gap Reduction. After weighted proportions are calculated by content in each section, the weighted contributions are calculated by multiplying the sum of the weighted proportions in each section by the value of **weight-1** in each section. **Weight-1** is distributed across all three sections (Achievement, Growth, and Gap Reduction) and the sum of these three weights must be equal to 1.0.

In the example above, this calculation would lead to the following:

$$\circ ((.321 + .312 + .329) * 0.30) + ((.520 + .412) * 0.30) + ((.325 + .338 + .379) * 0.40 = 0.985 \text{ which is our School Progress Index}$$

On the next page is a brief description of each section that leads up to how the weighted proportions are calculated in that section.

Note: This is a sample with sample given weights. Final weights were decided through the standard setting process that included a representative group of stakeholders on February 8, 2012.

School Achievement

Achievement is based on the percentage of the students in the “all students” group scoring proficient or advanced in Mathematics, Reading, and Science for each elementary and middle school. The performance percent for each school and content (values highlighted in blue in the achievement section) is the combined result of all three elementary / middle test types (Alt-MSA, Mod-MSA, and MSA) and is calculated for the current and baseline (prior) school year.

School Growth

Growth is based on the percentage of students in the “all students” group demonstrating growth in Mathematics or Reading performance over the previous year for each elementary and middle school. The growth percent for each school and content (values highlighted in blue in the growth section) is the combined result of all three elementary / middle test types (Alt-MSA, Mod-MSA, and MSA) and is calculated for the current and baseline (prior) school year.

The following steps are taken to determine the growth percentage by content:

- Determine a student’s scale score cut for the current and prior school year. The scale score cut is derived from a standardized table and ranges from 1 to 9 with 9 being the highest. Each proficiency level is broken into three ranges:
 - 1 - 3 for basic scale scores
 - 4 - 6 for proficient scale scores
 - 7 - 9 for advanced scale scores.
- Determine a student’s growth score by subtracting the prior year scale score cut from the current year scale score cut. The growth score ranges from -8 to 8 with 8 being the highest.

- For a growth score to be calculated for a student, the student must have matching test types in both the prior and current school year, and the student’s grade must progress by a one grade increment (i.e. if a student was in grade 3 in the prior year then they must be in grade 4 in the current year).
- The student will then be placed into one of the following three categories based on their growth score
 - Decline: Growth Score: -8 to -1
 - Same: Growth Score: 0
 - Improve: Growth Score: 1 to 8
- Sum the students by school and content for the same and improve categories, which become the number of students demonstrating growth.
- Sum the students by school and content for the decline, same, and improve categories, which becomes the number of test takers.
- The growth percent by content is then the number of students demonstrating growth divided by the number of test takers.
- The current year growth percent is determined by looking at changes from SY2010-11 to SY2011-12. The baseline year growth percent is determined by looking at changes from SY2009-10 to SY2010-11.

School Gap Reduction

Gap reduction is based on a gap score that is calculated for each school which shows the gap between the highest-achieving subgroup and the lowest-achieving subgroup in Mathematics, Reading, and Science for each elementary and middle school. The gap percent for each school and content (values highlighted in blue in the gap reduction section) is the combined result of all three elementary / middle test types (Alt-MSA, Mod-MSA, and MSA) and is calculated for the current and baseline (prior) school year.

The following steps are taken to determine the gap score by content:

- The subgroups here are defined as the seven racial categories along with special education, limited English proficiency, and free and reduced meal status.
- For each school, the above subgroups are evaluated by content and the highest- and lowest-achieving subgroups (based on the percentage of the students in the “all students” group scoring

proficient or advanced) are flagged for both the current and baseline years (SY2010-11 and SY2011-12). Note that a minimum n of 5 test takers was used per content and subgroup, so any subgroups under that were eliminated from the process. A content-specific gap score is then calculated as the percentage of all students scoring proficient or advanced in the highest-achieving subgroup minus the percentage of all students scoring proficient or advanced in the lowest-achieving subgroup. Since these gap scores are year-specific, there was no requirement that the subgroup had to exist in both years.

- To help ensure that gap reductions reflect improved performance of the lowest-performing subgroup and not a decline in the performance of the highest-performing subgroup, the percent proficient value used to calculate the gap for the highest-performing subgroup was the larger of the prior and current year.

Calculating the Weighted Proportions

The **weighted proportion** calculation is similar across all three sections. The only difference is in the formula used for the proportional measure and target calculations for gap reduction. Also, growth only looks at Mathematics and Reading whereas achievement and gap reduction look at all three contents.

You can follow along by using the example in the beginning of this section.

- **Weight-2** is distributed across the contents independently within each section; the sum of the weights in the section must be equal to 1.0.
- **Target** is calculated by taking a school's percentage for the baseline school year and determining annual equal increments toward a goal of reducing by half the percentage of students who are not proficient within six years. The target is calculated separately by content within a school. The targets were computed with the convention that larger values are indicative of higher performance levels. Annual targets represent the annual increase in performance required to achieve a 50% reduction in the number of students not meeting the desired outcome by 2017. For the Achievement, Growth, Cohort Graduation Rate, and CTE Concentrators measures the targets are computed as:

$$\text{All Students Base Yr} + (((1 - ((1 - \text{All Students Base Yr}) / 2)) - \text{All Students Base Yr}) / 6)$$

For Gap reduction and Cohort Dropout Rate, where larger values are indicative of lower (less desirable) performance level, calculations were based on the complements (1-Gap and 1-Cohort

Dropout Rate) for consistency.

- **Proportional Measure** is a school's percentage for the current year divided by the target for achievement and growth; it is 1 divided by a school's percentage for the current year divided by the target for gap reduction. The proportional measure is calculated by content within a school.

The formula for proportional measure is:

All Students current Yr / Target

- **Weighted Proportion** is the proportional measure multiplied by weight-2. The weighted proportion is calculated separately by content within a school.
- As stated in the beginning, **Weighted Contribution** is the sum of the school's weighted proportions for Mathematics, Reading, and Science multiplied by Achievement Weight-1 for each section.

Maryland's Accountability Plan

Maryland remains committed to addressing significant gains and progress, in addition to proficiency, for all students. Maryland's new accountability structure has three prongs. The first is the identification of Priority, Focus, and Reward schools. The second is driven by the results of each subgroup's performance on the "ambitious, but achievable, annual measurable objectives (AMOs)." The third is the development of the School Progress Index. Every school, whether high or low-performing, must address the needs of any subgroup of students that fails to make the AMOs. The vehicle for the description of this support should be the School Improvement Plan (SIP). The Code of Maryland Regulations (COMAR 13A.01.04.07) presently states that "A school identified for improvement (1) Annually, before the beginning of the school year following a failure to make adequate yearly progress, each local school system shall identify for school improvement each elementary or secondary school that has not made AYP because that school did not make the annual measurable objective in the same reported area for 2 consecutive years. The reported areas are reading, mathematics, or as applicable, attendance rate or graduation rate. (2) To insure that all students reach the State's proficient level in reading, mathematics, and science by 2013 —14, within 3 months or sooner after identification, each identified school shall develop a 2-year school improvement plan that: (a) Focuses on strengthening core academic subjects; (b) Incorporates strategies based on scientifically based research that will strengthen core academic subjects; (c) Includes funds for high quality professional development; and

(d) Has specific measurable objectives for each student subgroup. Furthermore, (3) Each local school system within 45 days of receiving a plan shall: (a) Establish a peer review process to assist with review of the plan; (b) Promptly review the plan; (c) Work with the schools as necessary; and (d) Approve the school plan if the plan meets the requirements of all applicable federal and State laws and regulations.” This COMAR regulation will be reviewed and revised as necessary.

Once the data has been reported and analyzed and the support is in place, the school’s efforts for improvement should address any subgroup needs and allow the school to track the improvement efforts by subgroup as well as intervention. Most all schools in Maryland currently use a very robust school improvement plan process and may be best served by continuing along a path for improvement that is already in place. If all school data is being considered and the current direction for the school indicates that all targets are being met and the school continues to improve then no change should be made just for this process. However, if the school and/or LEA examine the data and come to a new analysis for change then this process can be an opportune moment to implement necessary changes. The format for school improvement plans will not be specified by MSDE. However, it will be expected that all schools have a SIP which is available to the public. Priority schools will be required to incorporate the seven turnaround principles into the SIP or adopt one of the four USDE approved 1003(g) SIG models.

School Improvement Plans:

Master Plans are the umbrella for monitoring and accountability of LEAs as they implement support to Priority and Focus Schools and School Improvement Planning. MSDE is currently revising the guidance document for the 2012 Master Plan to prompt LEAs with Priority and/or Focus Schools to describe their overall approach and the challenges and successes that they may be having. In the case of challenges, LEAs will be expected to explain how they plan to alter direction to address the deficiencies. As with all other aspects of Master Planning, the explanations will be data-driven.

For School Improvement Plans (SIP), Maryland has chosen to create a reporting mechanism by Strand that will be included as part of the Master Plan for ALL LEAs. The description of this graduated reporting can be found in Maryland’s ESEA Flexibility Proposal (see pages 86-90) in the final paragraph of each Strand.

Please note: Maryland does not have separate “district plans”. LEAs district specific plans are part of

the Master Plan each district completes.

Building District Capacity

The structure of Maryland, with only 24 school districts, is very conducive to a collegial process. Maryland's state Superintendent meets monthly with the 24 LEA superintendents. These meetings are extremely important to all involved for problem solving, in depth discussion of major issues and as an essential communication tool throughout the state. In addition to these meetings, the Assistant Superintendents for Instruction meet monthly with the Assistant State Superintendent for Instruction. Other liaisons meet regularly to discuss all initiatives that require LEA and state action. Maryland works as a community with a clear goal of high achievement for all students through the cooperation of families, teachers, administrators and students.

MSDE and the local school systems use these regular meetings to examine both State and local issues and impending policy changes to ensure local school systems and the State work in concert on implementation. Further, with only 24 school systems within a geographically close proximity, technical exchanges on an ad hoc basis are frequently scheduled both with individual school systems and with clusters of systems with similar issues.

As described above, once standard setting is complete for the School Progress Index, a scale will be created from 0-1+. For directing support and interventions to schools with similar conditions, the scale will be broken into five strands with Strand 1 the highest-performing and Strand 5 the lowest. Although schools will, as always, have very unique profiles, MSDE will group the schools based on a measure of the magnitude of the issues these schools face. Thus, if a school falls into Strand 5, it joins other schools with pervasive, school-wide, systemic problems. Schools in Strand 1 are meeting the challenges brought to school by their students. This is not to say that schools in Strand 1 cannot achieve more but that the schools overall and by subgroup are meeting and exceeding the academic standards currently set for the school. This Strand categorization allows the SEA and LEA to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

STRAND 1

If schools fall into Strand 1, the schools usually meet and exceed the academic standards for all students. Although, it will be possible to be in the top Strand and still miss the AMOs for one

subgroup, most of the Reward Schools identified below will fall into Strand 1. Schools that score in this Strand may have met the minimum standards set by the State for closing the achievement gaps but will, through development of the School Improvement Plan, set higher standards. Additionally, schools will examine the data they have that indicate any need whether academic, physical, emotional or cultural and develop intervention plans which will be monitored.

Since data for the School Progress Index will be published annually, to maintain the status of a Strand I school, focused and intense interventions for students not showing growth will be necessary. Although the Maryland School Assessments (MSAs) are meant to assess the most important academic content instructed in all Maryland classrooms, teachers/leaders understand that they are responsible for the whole child. That means that at times Social Studies activities, tools to keep students organized or addressing intense personal needs will intervene and be partnered with the ongoing support for the content of Science, English/Language Arts and Mathematics.

Support to these schools beyond the SIP may take different forms. The school should be able to identify the professional development and training that can lead to additional improvement in achievement. The LEA may provide this resource or schools may leverage other sources of funding to seek training beyond the current staff within the LEA.

Monitoring for these schools on the part of the LEA is left totally to the LEA and its theory of action. MSDE will intervene in a very small way. Each year a random sample of 1-3% of the schools in Strand I will submit their School Improvement Plans for review by LEA experts. The LEA Superintendent will report on the examination of these plans through the Master Plan process and assure that any omissions or inadequacies will be addressed in these and all other SIPs. This will allow MSDE to have insight into the School Improvement Plan process from the school's perspective and the school will receive feedback that will assist with the continued improvement of the school's ability to diagnose and prescribe interventions.

STRAND 2

When schools are categorized as Strand 2 they are expected to be among the top 50% of schools in the State. The successes and challenges in this Strand will be varied. Schools may excel at Mathematics but lag in reading or the reverse. In this case, the balance of Achievement, Growth, Gap Reduction and

College- and Career-Ready Goals can yield relatively high-performing schools with targeted needs that, when addressed, could lead them to enter Strand I. Schools in this Strand could also be struggling to stay in Strand 2.

More than one area of need may drive the school to focus on one and then another intervention sequentially or consider a quasi-systemic plan that would embrace all of the needs at once. The SIP process will again ensure that each subgroup is addressed and identified needs drive professional development for teachers and appropriate interventions for the students. MSDE will dictate no specific support for schools in Strand 2. However, it is expected that LEAs will take particular interest in the needs in these schools. Although an individual school's assessment of data is recommended for sustained improvement, it will additionally serve as an excellent source for the LEA to determine system-wide professional development.

State monitoring for Strand 2 schools will be identical to the random inspection of SIPs as described for Strand 1, with a larger sample of 4-5%. MSDE will also require the LEA with Strand 2 schools to describe in the annual Master Plan Update the overall process for addressing the production of useful, focused SIPs; the commonalities discovered through this analyses and syntheses of data; and the system-wide professional development plan that emerges from that work. There will be specific language in the Master Plan guidance developed by the BTE External Advisory Panel.

STRAND 3

Strand 3 schools bring the same variety as Strand 2 but an increase in the intensity of needs identified by the School Improvement Process. Schools in Strand 3 may have multiple subgroups struggling to achieve standards or may have intensive, pervasive problems for one very low-performing subgroup. More often than for schools in Strand 2, LEAs and schools may determine the need for a systemic solution rather than or in addition to continued support to individual subgroups. Title I schools that fall in this Strand will be eligible to apply for 1003(a) School Improvement Grant funds to support the direction toward improvement detailed in the SIP.

LEAs are directed to oversee the School Improvement Process for Strand 3 schools. Many configurations may be used for the delivery of professional development or training but LEAs must be closely in touch with these schools and regularly checking on progress. Additionally, LEAs will have a

section of the Master Plan to address Strand 3 activities separately. Commonalities of the school concerns should be addressed. Successes and challenges will be addressed through monitoring questions developed by the BTE External Advisory Panel.

STRAND 4

Strand 4 schools are those with serious needs. These schools fall in the close to the bottom of achievement for schools in the State. They are not identified as falling into the very bottom but they are near that point. Rarely will these schools have focused problems with one specific subgroup. Most often, a systemic change will be necessary to address all instruction as well as those ancillary supports, like classroom management training, that can prevent other problems from interfering with instruction.

Support for the improvement of instruction, the replacement or the retraining of the leadership staff, and intensified outreach to families to become involved with their child's school should be addressed by all schools in this strand and always with LEA oversight. LEAs should look carefully to the existing supports in the schools to determine effectiveness of the current path to improvement. Schools with serious needs require the attention and support of the whole community and Strand 4 schools must have intentional activities to create community involvement.

For monitoring, LEAs must include in their Master Plan Update, the process that is used to assure that each Strand 4 school has the most effective school improvement plan possible. Additionally, specific guiding questions will ask for a description of any differentiation of supports to these schools with very low scores on the School Progress Index. It is possible for Focus schools to fall into this strand. When this occurs, certain Title I Focus schools will be eligible to apply for 1003(a) school improvement funds to support the path for improvement stated in their school improvement plans.

STRAND 5

The lowest-achieving schools in the State will fall into Strand 5. It is probable that all Priority Schools will fall in this category but there will be others, not receiving Title I services, that will present with serious, school-wide issues that require additional, differentiated services from the LEA. These schools are also going to present the most need from the student services. These schools will typically be of higher poverty, more diverse and in communities of need.

Required supports for Strand 5 schools that are not Title I are described in Section 2.G. Those Title I schools in this Strand will either be Priority, Focus or another low-performing Title I school so each category will afford access to additional school improvement dollars. All schools, Title I or non-Title I schools should receive differentiated support from the LEA.

Monitoring of these schools will be covered by the LEA and MSDE if they are Priority or Focus. The other schools will be required to provide assurances within the Master Plan to the State Superintendent of Schools that all required interventions, reporting, and monitoring are being supplied by the LEA.

Maryland will identify schools in each strand in early May 2012. Simulations of the school index utilizing the AYP data from 2010 for the baseline year and 2011 for the current year have been calculated (Please see the School Index Excel File attached. Because of its large size, the Excel Spreadsheet document is attached electronically to this application and cannot be included as part of the appendix). A full analysis of the ranking of the schools has not been completed. The first step in this process was the running of the data that took place with the submission of the ESEA Flexibility Proposal in February 2012. Maryland is now analyzing those data runs, which were based on 2010 and 2011 data, to determine cut points for each strand. The final identification of schools will then be run using 2011-2012 data. This ranking will be completed in May 2012.

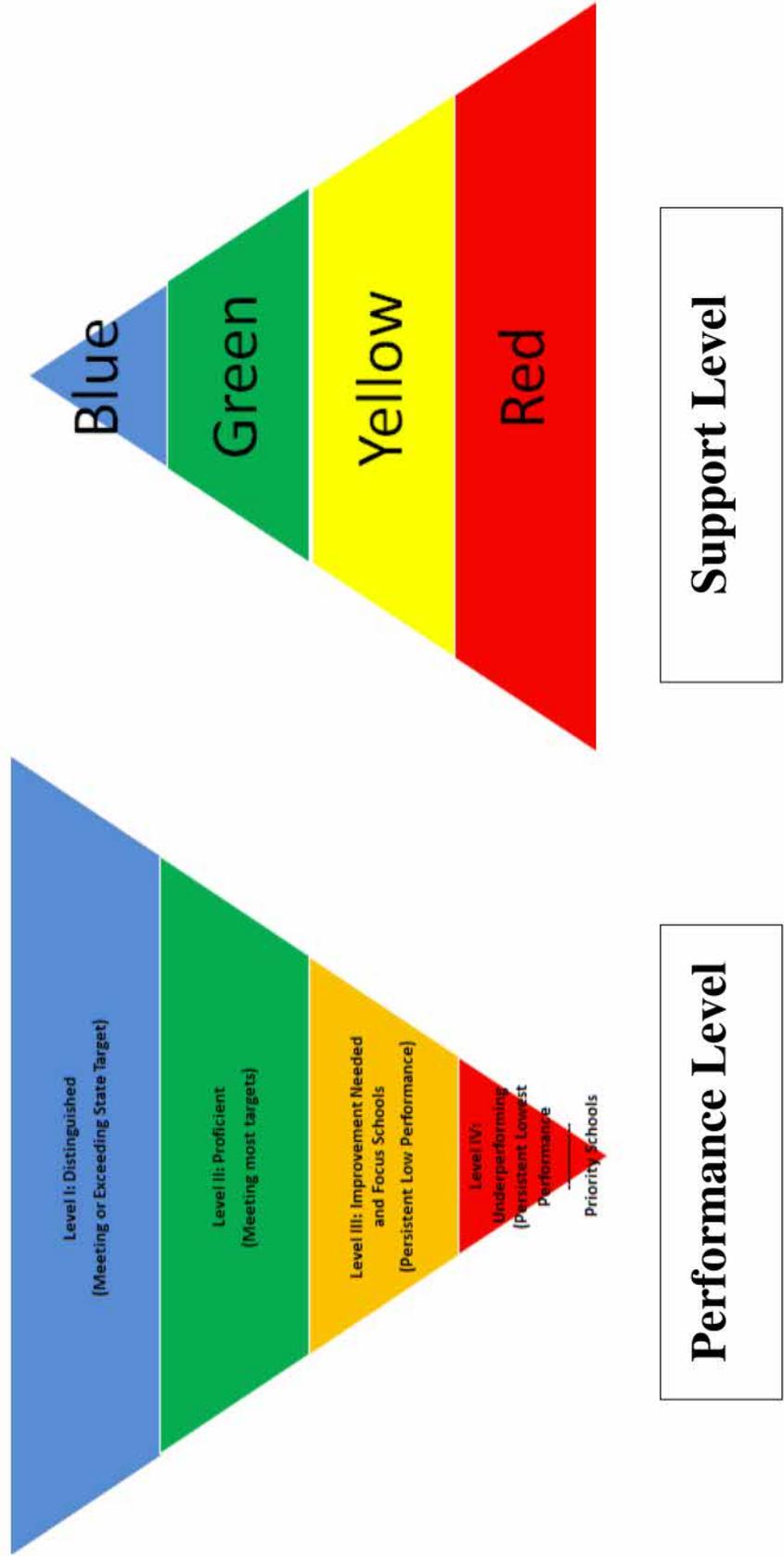
FIXED STANDARDS

Detailed in other sections of this document is the description of how schools may exit the categories of Priority and Focus. Because that is an important concept within Maryland's support and incentives to schools, MSDE will take the following steps to make this a demanding, attainable goal. Upon analysis of the data from the Index, cut scores will be established to differentiate strands. Following the identification of the cut scores, the number of schools in each strand will be identified for the school year 2012-2013. After that first year, the SPI scale will be held constant so that, should an SPI of .73, for example, be necessary to move a school from Strand 3 to Strand 2 in 2013, it will also be necessary in 2015 should this flexibility continue.

This allows the school to continue to work toward AMOs that will change each year, moving the standard higher but allows the school to have a fixed standard to target. To exit improvement schools must move upward at least two Strands. This standard is not moveable such that an increased

performance would be necessary to keep schools in their current Strand. The stability in the standard not only allows schools to exit Priority and Focus status but provides an incentive for all schools to improve.

The chart below describes an overview of supports and monitoring for Maryland's School Progress Index.



Level I: Distinguished Schools

- **SEA (ALL OPTIONAL)**
 - General Options
 - Professional Learning
 - Professional Development
 - Title I
 - Culture and Climate
- **LEA (ALL OPTIONAL)**
 - General Options
 - Professional Learning
 - Professional Development
 - Data Analysis
 - Culture and Climate

Level II: Proficient Schools

- **SEA (ALL OPTIONAL)**
 - General Options
 - Professional Learning
 - Professional Development
 - Title I
 - Culture and Climate
- **LEA (ALL OPTIONAL)**
 - General Options
 - Professional Learning
 - Professional Development
 - Data Analysis
 - Culture and Climate

Level III: Improvement Needed and Focus Schools

- **SEA**
 - General Options
 - Professional Learning (Required for Focus Schools)
 - Professional Development
 - Title I (Required for Focus Schools)
 - Early Childhood (Where appropriate)
 - Culture and Climate
- **LEA**
 - General Options
 - Professional Learning (Required for Focus Schools)
 - Professional Development
 - Data Analysis (Required for Focus Schools)
 - Culture and Climate

Level IV: Underperforming Schools and Priority Schools

- SEA
 - General Options
 - Professional Learning (Required for Priority Schools)
 - Professional Development
 - Title I (Required for Priority Schools)
 - Early Childhood (Where appropriate)
 - Culture and Climate (Required for Priority Schools)
- LEA
 - General Options
 - Professional Learning (Required for Priority Schools)
 - Professional Development
 - Data Analysis (Required for Priority Schools)
 - Culture and Climate (Required for Priority Schools)

Note: All supports for non-Title I schools are optional at this time because the accountability model is still under development. Once the model has been complete, some supports will remain optional and others will become mandatory. Maryland will revisit these supports upon amendment of the accountability model.

Menu

This menu of support includes supports available to schools and LEAs from across MSDE. These supports are available in the areas of Professional Learning, Professional Development, Data Analysis, Early Childhood, Title I, Culture and Climate, and other general options. Definition, as needed, for the items on the menu of support are provided in the next section.

Professional Learning

- Options:
 - Standards Based Individualized Education Plan (IEPs)
 - Data Analysis Workshop- Such as Classroom Focused Improvement Process (CFIP)
 - Differentiated Instruction
 - Lesson Planning
 - Collaboration
 - Sheltered Instruction Observation Protocol (SIOP)
 - Specialized Instruction
 - Universal Design for Learning (UDL)
 - Targeted Student Learning Objectives (SLOs)
 - Co-teaching
 - Other Topics based on a Needs Assessment
 - Student Service-Learning
 - Career and Technology Education (CTE) State Programs of Study
 - Technology Education
 - Financial Education
- Method:

- Create Communities of Practice to Share Resources and Best Practices
- Webinars
- Conduct an Educator Symposium and/or EdCamp for an Individual School
- Face to Face Sessions
- Teleconferences

Professional Development

- Continuing Professional Development Courses (LEA)
- Online Professional Development Courses (MSDE)

Data Analysis

- Review and analyze data to design and implement a Program improvement plan based upon identified needs, such as a root cause analysis (SEA/LEA)
- Review and analyze Local Performance and Accountability Report (LPA) and Program Quality Index (PQI) data to assist local school systems in developing the Career and Technology Education (CTE) Local Plan for Program Improvement (Local Plan).

Early Childhood

- Identify early childhood programs in attendance areas that are published in Maryland EXCELS and develop strategic plans to support schools' improvement plans. (SEA)
- Provide targeted assistance to prekindergarten and kindergarten in the schools (e.g., expanding prek sites, establishing Judy Center satellite, expand comprehensive services for children and families, invitation of school teams to Early Learning Leadership Academies) (SEA)
- Apply Kindergarten Readiness Assessment (KRA) data to identify school readiness needs for individual students and have schools develop individualized intervention plans for those students. (SEA)

Title I (SEA/LEA)

- Implementation Science training for all Turnaround staff in the SEA, LEA and School leadership team.
- Annual convening of schools' leadership teams and central office staff
- Present a full showcase of available MSDE resources
- Clearly define and present metrics for reporting
- Set expectations for student performance/gap reduction
- Turnaround Executive Support Team (TEST) meets 3 x per year with MSDE
- Central Support Team (CST) meets monthly with MSDE
- Quarterly Data meetings held with TEST, CST and school teams
- Develop oversight and management structures which will be approved by MSDE
- Teachers have weekly collaborative planning time in excess of 45 consecutive minutes.
- Engage outside partners to support the school in areas such as: data analysis, attendance, instruction, etc.) Partners can include institutions of higher education, EMOs, CMOs, non-profits, and USED approved strategy developers or others approved by MSDE
- Provide access to SEA newsletters, webinars, and online training opportunities
- Coordinate and differentiate programmatic support for teachers and students
- Ensure schools are receiving differentiated technical assistance in the areas where the schools have not made AMOs
- Culture and Climate

Culture and Climate (SEA/LEA)

- Maryland Tiered Systems of Support
- Coordinating student services
- Anti-Bullying interventions
- Attendance data analysis and planning
- School safety, culture, and climate assessments
- Character education/social emotional learning
- Student at risk data analysis and planning
- School completion program planning
- Student support teaming
- Out of school support

General Options:

- Develop Best Practices (SEA and/or LEA)
- Partner with Level III or IV School (LEA)
- LEA monitoring/site visits (by SEA- Required for Priority and Focus Schools)
- School monitoring/site visits (by LEA- Required for Priority and Focus Schools)
- Create special populations workgroups (LEA)
- Grant opportunities, such as 21st Century Community Learning Centers (SEA and/or LEA)
- Technical Assistance for Career and Technical Education (CTE)

Definitions of Support Options

Support	Definition
Professional Learning	<ul style="list-style-type: none"> • Provide professional learning opportunities with a focus on specialized instruction strategies which are embedded in daily practice, is based on student needs and linked to student learning, tailored to the meet the needs of the educator, and sustained over a period of time.
Standards Based Individualized Education Plan (IEPs)	<ul style="list-style-type: none"> • To establish a common understanding of the essential processes and elements that define high quality, standards-based IEPs; to increase consistency in the expectations for developing high quality standards-based IEPs; and to explore tools and resources that support the co-development, co-implementation and (co-evaluation) of standards-based IEPs.
Data Analysis Workshop- Such as Classroom Focused Improvement Process (CFIP)	CFIP (Classroom Focused Improvement Process) is a six-step process for increasing student achievement that is planned and carried out by teachers meeting in grade level content or vertical teams as part of their regular lesson planning cycle. http://www.mdk12.org/process/cfip/ .
Differentiated Instruction	English language learners need instruction that is differentiated for their diverse proficiency levels. Participants will collaborate on how to customize instruction for ELLs utilizing WIDA tools while taking academic language into consideration. This workshop is appropriate for classroom

	teachers, English language specialists, administrators, curriculum development specialists, and support staff who are familiar with WIDA Standards.
Lesson Planning Workshop	This workshop provides an in-depth opportunity to apply the English Language Development (ELD) Standards to classroom instruction. Participants will explore the purpose and process of transforming the model performance indicators (MPIs) and apply these ideas to their specific educational settings.
Collaboration Workshop	This workshop provides an overview of collaborative methods and models for planning, instruction, and assessment of ELLs using the WIDA ELD Standards. It is designed for teams, teacher pairs, or instructional coaches. Teams will leave with a developing plan for collaboration at their site around the needs of their ELLs.
Sheltered Instruction Observation Protocol (SIOP®) Model	SIOP® Model training provides learning opportunities around this scientifically validated model of sheltered instruction. SIOP® is a proven framework for teaching both academic content and language skills in ways that are more effective for English learners. As a framework for organizing instruction, the SIOP® Model includes many features that are characteristic of high-quality instruction for all students, such as cooperative learning, reading comprehension strategy instruction, and differentiated instruction.
Universal Design for Learning (UDL)	<ul style="list-style-type: none"> • Sessions that focus on co-planning and co-delivering with curriculum and instruction the research basis and implementation of UDL for all students and includes teaching approaches, resources and strategies will be addressed
Targeted Student Learning Objectives (SLOs)	Student Learning Objectives (SLOs) are measurable instructional goals established for a specific group of students over a set period of time.
Co-teaching	<ul style="list-style-type: none"> • Sessions that focus on co-planning and co-delivering with curriculum and instruction to provide theoretical and practical application to facilitate a collaborative partnership between a generalist and a specialist who have shared accountability and ownership for planning and delivering instruction and assessment to all students within a classroom environment. • This workshop provides an overview of collaborative methods and models for planning, instruction, and assessment of ELLs using the WIDA ELD Standards. It is designed for teams, teacher pairs, or instructional coaches. Teams will leave with a developing plan for collaboration at their site around the needs of their ELLs.
Student Service-Learning	Service-learning is a teaching method that combines meaningful service to the community with curriculum based learning. Students improve their academic skills by applying

	what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning. (Learning Indeed)
Career and Technology Education (CTE) State Programs of Study	Provide professional development to local school systems and schools to implement curricula, instruction, and assessments related to Maryland's CTE State Programs of Study.
Technology Education	Provide professional development to local school systems and schools to implement curricula, instruction, and assessments related to the Technology Education graduation requirement.
Financial Education	Provide professional development on instructional materials to local school systems and schools to implement financial literacy education. Provide an online high school course for use in local schools.
Other Topics based on Needs Assessment	Each school should conduct a needs assessment based on data and stakeholder feedback to determine "gaps" for instruction, behavior management, and student growth. Based on this needs assessment, topics for webinars and professional learning communities can be determine to help complete the gaps.
Methods	
Create Communities of Practice to Share Resources and Best Practices	A group of educators who meet regularly, share expertise, and works collaboratively to improve teaching skills and the academic performance of students.
Webinars	Webinars are short seminars conducted over the internet. The purpose of the MSDE webinars have been to provide curriculum updates, showcase classroom/school best practices, and provide information/content based on an educator needs collected through a state-wide survey. Webinars specific to low performance and underperforming schools could focus on needs of each school based on a needs assessment and data results. In addition, a series of parent webinars can be developed to assist with parents with working with students at home and available resources.
Conduct an Educator Symposium and/or EdCamp for an Individual School	Educator Symposium: a learning opportunity organized for the purpose of providing a forum for discussion of a well-defined topic. The session allowed participants to visit the academic content areas with purpose to ask questions about curriculum, updates, and best practices and participants provided ideas and opinions about current and future professional learning activities. Edcamp: edCamp is a 1-day "unconference." It is a chance for educators (teachers, administrators, etc) to get together, network, share and learn. The day is planned during the kick off at the beginning of the day where any participant can propose a session idea/topic to the Idea Board. All sessions are laid out and then everyone attends sessions they want during the rest of the day.

Face to Face Sessions	There are two types of collaboration and courses that are available for educators. They can either sign up for an online class or a face to face (brick and mortar) course or collaboration session.
Professional Development	Facilitated learning opportunities including credential such as academic degrees to formal course work.
Continuing Professional Development Courses (LEA)	These are online courses developed by LEAs for the educators specific to the county. These courses have limited availability.
Data Analysis	<ul style="list-style-type: none"> Data analysis includes the review of data to design and implement a Program improvement plan based upon identified needs, such as a root cause analysis (SEA/LEA) and to review and analyze Local Performance and Accountability Report (LPA) and Program Quality Index (PQI) data to assist local school systems in developing the Career and Technology Education (CTE) Local Plan for Program Improvement (Local Plan).
Early Childhood Interventions	
Identify early childhood programs in attendance areas that are published in Maryland EXCELS and develop strategic plans to support schools' improvement plans. (SEA)	<p>High quality early childhood programs charged with improving school readiness skills- Maryland EXCELS is the State's quality rating and improvement system for early childhood programs. It is defined by five levels of quality in the areas of administration, developmentally appropriate early learning, assessment, and staff qualifications. Levels 4 and 5 are defined as the highest level of quality. Head Start or child care programs that have reached those levels are eligible to apply for State of Federally funded Prekindergarten Funds. They are also in the best position to work closely with elementary schools in school improvement to which most or all of the enrolled children transition. The specific supports by these programs are:</p> <ul style="list-style-type: none"> Establishing ongoing communication between the programs and the schools about the learner profiles of children who are rising kindergarteners; Participating in the Early Learning Assessment (ELA) of the Ready for Kindergarten (R4K) assessment system. The ELA uses the same learning progressions that are being used in the Kindergarten Readiness Assessment (KRA) which measures students' school readiness of incoming kindergarteners. This alignment allows for monitoring trajectories of learning prior to school entry and articulate the results to the kindergarten teachers. Engaging programs in identifying programmatic or instructional strategies that are in direct alignment with the strategic focus of the schools' improvement or transformation plans (e.g., instructional alignment of instructional objectives related to SLOs.)

<p>Provide targeted assistance to prekindergarten and kindergarten in the schools (e.g., expanding prek sites, establishing Judy Center satellite, expand comprehensive services for children and families, invitation of school teams to Early Learning Leadership Academies) (SEA)</p>	<p>LEAs in Maryland are required to provide prekindergarten to all four-year olds whose families' household income is at or below 185% of poverty. They are also required to provide full-day kindergarten.</p> <p>Maryland is in the process of expanding its offering on prekindergarten seats. LEAs may now enroll four-year olds at either 200% of poverty or 300% of poverty depending on the funding source. This will open high quality prekindergarten for four-year olds with school readiness needs that did not have access due to their families' incomes.</p> <p>Specific supports are:</p> <ul style="list-style-type: none"> • Establishing full-day prekindergarten in all Focus and Priority Schools; • Identify Focus and Priority Schools as “candidates” for Judy Center services; • Provide extensive professional development for principals on essential features of high quality prek and kindergarten; • Identify school teams from Focus and Priority Schools to participate in the Early Learning Leadership Academies.
<p>Apply Kindergarten Readiness Assessment (KRA) data to identify school readiness needs for individual students and have schools develop individualized intervention plans for those students. (SEA)</p>	<p>The KRA is the State's performance measure on the result area, Children Entering School Ready to Learn.</p> <p>The purposes of the KRA are twofold:</p> <ul style="list-style-type: none"> • Teachers and school administrators obtain a learner profile of each incoming kindergarteners with their strengths and skill gaps for the purpose of addressing the gaps early on; • Early childhood education administrators and policy-makers gain an understanding of the early signs of the achievement gaps and respond in terms of programmatic changes or policies. <p>Regarding the use of KRA data, MSDE staff can support low performing schools as follows:</p> <ul style="list-style-type: none"> • Provide school level reports to inform school improvement teams on entering kindergarteners, including KRA data by composite, domains, and learning strands as well as evidence-based instructional practices that address the identified gaps of subgroups (i.e., low-income, ELL, SWD, minority.) • Assist schools to identify students with significant gaps and develop personal learning plans. (This could be included in the school reports.) • Have school improvement teams oversee the progress of those students in kindergarten and first grade.
<p>Title I</p>	
<p>Implementation Science training for all Turnaround staff in the SEA, LEA and School leadership team.</p>	<p>Implementation science is the study of methods to promote the integration of research and findings into policy and practice. Implementation Science provides what it takes to effectively use evidenced-based programs in education. The intent of</p>

	<p>implementation science is to provide an effective implementation process to ensure fidelity of effective intervention practices which can be sustained to produce increased student achievement. Organizational change and scale up directed by multi-level Implementation Teams are essential components of implementation Science. MSDE’s training for Implementation Science will include all appropriate staff in the SEA and LEA staff working with Priority and Focus Schools , as well as school leadership teams in those schools.</p>
<p>Annual convening of schools’ leadership teams and central office staff</p>	<p>An annual training and technical assistance meeting of school, LEA and, SEA level leadership for Priority and Focus Schools will be facilitated by the MSDE’s Title I office in collaboration with a cross divisional team. Implementation Science training and a full showcase of available SEA resources will be components of the convening. The convening will seek to improve leadership of Priority and Focus Schools, build LEA and SEA capacity to support these schools, and develop systems of differentiated support for turning around low performing schools and schools with significant gaps in student performance.</p>
<p>Turnaround Executive Support Team (TEST) meets 3 x per year with MSDE</p>	<p>The Turnaround Executive Support Team (TEST) in each LEA with Priority Schools will be established. The TEST will oversee the implementation of the selected intervention models in Priority and SIG schools and will have decision-making authority to oversee budget, staffing, policy modifications, partnerships, and data that drive the full implementation of the reform models to ensure greater student achievement in each Priority Schools. The TEST meets three times each year with MSDE’s Title I office and the Breakthrough Center.</p>
<p>Central Support Team (CST) meets monthly with MSDE</p>	<p>The Central Support Team (CST) in each LEA with Priority Schools will be established to oversee the implementation of the intervention models and strategies that the LEA will implement in its Priority Schools. The CST team will coordinate support, as well as, monitor and assess progress of each Priority School. The CST meets monthly with MSDE’s Title I office and the Breakthrough Center.</p>
<p>Culture and Climate</p>	
<p>Maryland Tiered Systems of Support</p>	<p>Multi-Tiered Systems of Support (MTSS) is a framework to improve outcomes for all students that organizes district-level resources to address each individual student's needs such as academic and/or behavior needs using research-based instruction and interventions that vary in intensity. An MTSS framework includes (a) screening of all students using valid and reliable measures; (b) tiers of instruction that vary in intensity; (c) collaborative teams that review data, problem solve, and organize instruction; (d) frequent progress</p>

	<p>monitoring using valid and reliable measures to determine the impact of evidence-based interventions; and (e) a system to ensure that instruction including interventions are evidence-based and implemented with fidelity.</p>
Coordinating student services	<p>Implementation of an organized, structured, consistent process of student support services in a tiered system of response requires an understanding of all the components of an effective and efficient coordinated student support team. Student support services are all the services at each tier offered by student support staff in schools and in central offices. These personnel include, but are not limited to school nurses, school psychologists, school counselors, school social workers and pupil personnel workers. Interventions occur on a case by case basis and school-wide basis, and include support to students and families and coordination of community partners. In addition they support the work of schools in alternatives to suspension, attendance, drop-out prevention, school success and social-emotional learning.</p>
Anti-Bullying interventions	<p>This includes technical assistance to LEAs utilizing their own data, offering areas and methods for improvement (i.e. staff relationship building, staff awareness, reduction of incidents, suspensions, length of suspensions and alternative choices). Technical assistance can be provided by the Positive Behavioral Interventions and Support (PBIS) team members or by the School Safety Specialist depending on the need.</p>
Attendance data analysis and planning	<p>In partnership with Attendance Works MSDE celebrates September as Attendance Awareness Month and continues activities all year long. This includes tools that will help schools easily promote the importance of good attendance.</p>
School safety, culture, and climate assessments	<p>The focus areas for that training and supports includes, but is not limited to, the delivery of student services to support behavior and learning, school completion, positive behavioral supports for students, bullying, crisis prevention and intervention, suicide awareness, etc. The Team utilizes the Coordinated Student Services Model that is mandated by COMAR as a focus for the delivery of services in schools. Training and technical assistance can be delivered in a variety of user-friendly formats that meet the needs of individual schools..</p>
Character education/social emotional learning	<p>Character Education describes the education of students that supports social, emotional, and ethical development (Character Education Partnership). Social-emotional learning (SEL) refers to the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish and maintain positive relationships, and handle challenging situations effectively</p>

	(Leslie Luton Matula, 2004). Based on the premise that a school's climate determines the relationships among the faculty and administration, character education (CE) and social-emotional learning (SEL) is an integral part of instruction, enrichment, and the everyday workings of everyone in the building.
Student at risk data analysis and planning	Using research findings from a recent study by Johns Hopkins School of Public Health researchers, risk is defined as a weighted combination of academic and behavioral factors. Aggregate reports display at-risk populations by Race, Gender and Special Services subgroups (LEP, FARMS, Special Education). Authorized individuals may download a list of at-risk students and they also have access to a summary report of School Climate Survey findings or a link to a PDF report, if available. Also available will be a link for authorized school officials to log into the secure MDS3 School Climate Survey reporting tool to generate customized school, LEA or statewide reports.
School completion program planning	MSDE will review disaggregated dropout out data for all LEAs, analyze reasons why students drop out to provide local school system supports in attendance, behavior, and coursework, and provide technical assistance for local school systems in improving school operation, use of technology, supports, and climate/culture. Additionally, the MSDE will update, distribute, and provide technical assistance on Dropout Resource Guide for local school system use.
Student support teaming	MSDE will provide assistance to school-based teams to improve coordinate student support and services. Improved student support teams can more effectively implement initiatives to promote positive school culture, improve attendance, provide health and wellness services, and provide academic support. An effective student services team uses data and a collaborative approach to assess student needs, identify goals for improvement, develop support and intervention strategies, and evaluate the effectiveness of interventions.
Out of school support	To support students suspended out of school, MSDE will review disaggregate student discipline data for all Maryland Public School Systems, analyze reasons for suspensions to provide local school systems support in improving behavior through improving school climate and culture, host focus groups with students about climate and culture, feedback on why misbehavior happens, what are effective tools to manage student misbehavior, and provide school systems technical assistance in tools, information, and values/belief supports.

Maryland will develop information and communication strategies on how to access each of the support services as this plan is further developed.

The following is Maryland’s Approved ESEA Accountability Model from 2012-2015:

In November 2013, Maryland applied for Double Testing and Accountability Determination Flexibility. As a result of the final “Field Test Flexibility” guidelines that were distributed to states in late October, MSDE determined that some of the changes will impact the way in which local school systems report state assessment data after the administration of the field test and the way accountability determinations are made. A review of the previously addressed guidelines along with new guidelines is listed below:

1. States that field test new assessments aligned to college and career ready standards in reading/language arts and mathematics in 2013-2014 can request the flexibility.
2. All students in the chosen classroom for field testing are required to participate. MSDE will be required to report students who participated in both the PARCC field test and the Maryland State Assessment.
3. Students participating in the field test will be REQUIRED to take the “full form of the assessment” (Performance-Based and End of Year) in either reading/language arts or mathematics.
4. A school may get the flexibility as long as it “participates in the field test” of at least one assessment/content. (Reading/language arts or mathematics)
5. The double testing flexibility allows schools that participate in the field tests to administer, for purposes of meeting the assessment requirements in ESEA section 1111 (b) (3) only one reading/language arts assessment and one mathematics assessment in 2013-2014 to any individual student, i.e, either the current State assessment or the field test assessment.
6. ESEA section 1111 (b) (3) (C) (xii) requires individual student interpretive, descriptive, and diagnostic reports that include information regarding achievement on State assessments to be distributed to parents, teachers, and principals as soon as is practically possible after an assessment is given. The double testing flexibility waiver would permit an SEA or LEA to refrain from producing or providing these individual student reports for a student’s performance on the field test.
7. All reporting obligations must still be met for performance on the State test. (Because the PARCC field test will NOT be administered at the high school level in Algebra I or English II (high school students will still take the HSA Algebra/Data Analysis and English II) state assessment data for individual students in high schools will be reported in the same way as previous years.) This means that School Progress and the School Progress Index with newly assigned strands will be calculated for all high school based on the 2013-2014 results.
8. ESEA sections 1111 (h) (1)(C) (ii) and 1111 (h) (2) (B) require an:
 - a. SEA and LEA, respectively, to report on performance against AMOs (School Progress and the School Progress Index).
 - b. Waivers would permit SEA or LEA to refrain from reporting performance against AMOs for any school or single-school LEA that participates in the field test.
 - c. An SEA and its LEAs would still report performance against AMOs for: (1) Subject that is not part of the field test; and (2) All other schools and LEAs.
9. An SEA or LEA need not report results from a field test. It must:
 - a. meet all reporting obligations with respect to results on State assessments, including for students who also participate in a field test, and report participation rate: total for the field test and for the State assessments.
 - b. report against AMOs for reading/language arts (assessed with the State assessment) if the field test is only for math or mathematics if the field test is only for reading/language arts.
 - c. report Federal accountability designation (even if same as the prior year).

10. Strand designation will be assigned to schools that choose to double test (administer both the PARCC field test and both the reading/language arts and mathematics Maryland State Assessments) students.
11. School Progress and School Progress Index will be calculated utilizing the 2013-2014 school year Maryland Assessment results and published on the report card website. Elementary and middle schools that are field testing will retain their 2012-2013 strand assignment.
12. The administration of the PARCC field tests will be a local decision for School Improvement Grant (SIG) schools that must administer the State Assessments. School Progress and the School Progress Index with newly assigned strands will be calculated for all SIG schools based on 2013-2014 results.

Maryland's flexibility proposal permits the State to build on more than two decades of experience with school accountability using systematic enhancements benefitting from an array of technical and policy improvements that continue to evolve. The current flexibility proposal is based on the best accountability tools available to Maryland and now encompasses a broader palate of indicators of school progress. However, the proposal anticipates the continuing evolution of school accountability over the coming years as the State implements PARCC assessments and makes further strides in both policy and data development. As additional tools become available to Maryland, Maryland plans to continue to evolve the proposed accountability plan to take advantage of tools currently in development and to work toward better reflecting the societal values that Marylanders express regarding their schools.

The Adequate Yearly Progress measures and school report cards of the past decade of No Child Left Behind are increasingly becoming outdated as developments on the research front avail educators with better tools and strategies. The grid of measures mandated by No Child Left Behind may have reflected the state of the art in 2002, but educators now recognize that AYP could tell only a very limited story of achievement for each school. However, through a decade of hard work, leaders have increasingly seen the value of expanding accountability mechanisms to encompass better real-time feedback via the analyses of data features, particularly within student growth and subgroup performance gap data.

The ongoing dialogue in Maryland over the past decade has involved a rich exchange among advocates for students, teachers, and school and school system leaders. By the time the ESEA Flexibility guidance was released by the United States Department of Education, Maryland State leaders had a strong sense of what the educational community and the community at large valued about schools.

Through the two-decade school accountability experience in Maryland, school leaders have found the community to be a steadfast partner in the struggle to improve our schools. Unfortunately, the inherent design of No Child Left Behind, with its idealistic drive for one-hundred-percent proficiency by 2014 had the net effect of diluting State and local efforts to improve Maryland's most critically ineffective schools. ESEA Flexibility permits Maryland to reset its focus on the lowest-performing schools and to support those efforts vigorously, with a drive toward rigorous, but more realistic goals.

In Maryland and elsewhere in the nation, the dialogue on schools has become focused more sharply on ensuring that the learning trajectory for every student is aimed more accurately toward college and career goals. Consequently, Maryland invites the opportunity provided by the flexibility guidance to include a focus on that trajectory from preK through the post-secondary experience. It is for this reason that Maryland stakeholders invited the opportunity to recast the school accountability system to begin taking the pulse on College- and Career-Readiness. The initial readiness measures proposed by Maryland are carefully chosen to be ones that are useful in gauging the programmatic trajectory of all high schools and all students in those schools. This shift can now provide a catalytic opportunity for both SEAs and LEAs to begin looking at their own work with high schools and their own even deeper measures of high school programs. Maryland was cautioned by advisors to ensure that the array of components in its accountability measures was limited to those most reflective of the education community's values and not overload the array with too many discrete measures. Overly robust arrays of school performance often provide too many compensatory opportunities for schools, ultimately permitting schools to hide their challenges in favor of their image. School improvement work must be based on honest reporting and an open understanding of the root causes of failure.

Maryland also approached the data array for its accountability system with an eye toward elegance, credibility, and validity. The past decade of school improvement work has provided a good opportunity to build strong accountability systems at the State level. However, many more additional opportunities lie ahead for states to begin capturing even more meaningful data and analytical tools. College- and career-readiness measures will evolve to take advantage of data from nationally used programs such as that generated by Advanced Placement and International Baccalaureate programs. Because the accountability program is meant to gauge student performance and readiness and not school policies, some work will lie ahead for Maryland to identify ways to incorporate some of the most meaningful data as the accountability system further evolves.

Over the past two decades, work with low-performing schools has been based on relatively limited comparative snapshots of school data. School leaders analyzed their performance against LEA and SEA results in any given year and watched their trend lines over time. Maryland's flexibility proposal will provide leaders with better tools to gauge how schools are addressing the needs of subgroups as well as individual students. The data array will permit leaders to examine how well students are progressing year-to-year. The system will permit leaders to probe further into data to locate the most egregious student performance gaps among subgroups. Both student growth and subgroup gaps data in isolation are of very limited value unless viewed comparatively. The Maryland School Progress Index will be rolled out as part of Maryland's recasting of its accountability system. The annual tracking of a school's aggregated and subgroup performance will continue as reported via www.MDReportCard.org at the school, school system, and state level. The data will be informative to the school improvement progress, particularly as it relates to the Annual Measurable Objectives as calculated using Option A and will assure full disclosure of the year-to-year performance of every Maryland school. However, the Maryland School Progress Index will use the Report Card data and/or derivatives of that data for the purpose of painting a clear picture of every school's performance on a comparative scale in relation to the school's movement toward the reduction of student non-proficiency within six years.

Maryland has multiple effective channels to communicate and explain the new accountability system and Index. Currently, Maryland is undergoing a redesign of the MarylandReportCard.org website, which will include in depth information of the new reporting system. The website has consistently been the primary source of individual school, system and State accountability data. Screen shots of the initial stage of the preliminary design are attached (Please see Appendix II-5). There are regular monthly meetings with Local School System Superintendents and Assistant Superintendents for Instruction, as well as regular meetings with Local Accountability Coordinators and Public Information Officers.

Maryland has various regular publications that are widely disseminated to system-level and school-based staff and other stakeholders that will address the change. MSDE staff also plan on producing a video that will be promoted to a wide variety of audiences and available on the Maryland website. MSDE will work with Maryland State PTA so that parents can be updated during their regular communication channels and also during their annual statewide convention held in July. Information will also be provided through a Parent's Guide publication that will be widely distributed. MSDE will

also work with the Maryland Association of Student Councils to provide information directly to students. Finally, Maryland will utilize a wide variety of media outlets to update the general public.

Additionally, webinars are being developed that describe the calculations for Priority, Focus and Reward schools; Option A AMOs; and the school index. Webinars will be presented to Local Accountability Coordinators, Title I Coordinators and Directors of Special Education. Design and development work with Maryland's vendor for the public website (mdreportcard.org) began for the presentation of the Maryland School Progress Index. Maryland plans to calculate the school index utilizing the 2011-2012 assessment and accountability data for publication in August 2012.

The Index mirrors recent work performed in many other states on similar indices, but it is uniquely a Maryland tool. The Index is the result of work the State has done to dialogue with advocates, leaders, and stakeholders over many months on the future of accountability in Maryland. While Maryland conducted dozens of formal briefings and exchanges with key stakeholders over five months, Maryland's unique geographic and political structure has been conducive for the ongoing dialogue on school accountability for some years. The State Superintendent and key staff meets ten to twelve times per year with the State's twenty-four local superintendents on critical policy issues, for which school accountability has been an ever-present part of the discussions. Further, Maryland State Department of Education technical, program, and policy staff meet nearly as often with their local counterparts to assure coherence across local school systems and to ensure effective implementation of new policies and programs. All were engaged in dialogues and briefings with these groups in the five months during which the current proposal was developed. Numerous additional meetings were held with teachers, parents, higher education officials, business leaders, and advocates to broaden the dialogue. The ultimate shape and structure of the Index is a direct result of those dialogues.

The discussions often probed routine implementation issues for both State and local staff as well as the data requirements. It also became clear that the State would ultimately need to limit the number of Index components to ones that were meaningful to schools and at the same time would meet the highest tests of integrity. While the mechanisms and structures for measurement were probed, a significant amount of attention was given to the core values that stakeholders held regarding their schools. The core values emerging from those discussions were not unlike those held in other states, but they helped assure that the Index would be rooted in things that most mattered to Marylanders.

The Core Values were articulated in numerous ways, but they ultimately came down to a recognition that schools needed to assure that every student in every school was served well. That meant that at the end of the school year, every student would have progressed at least one year in critical content knowledge and skills. It also meant that no student subgroup would fall behind due to the lack of attention of school leaders to student and/or community problems and needs. The Core Values, in the end, centered around the deeply held belief of so many stakeholders that graduates should graduate on time and be prepared to pursue their life dreams.

By cross-referencing the Core Values strongly articulated by the community and stakeholders as well as educators against the data and data tools currently available in Maryland, the concept of the Maryland School Progress Index was born. A need for simplicity and elegance for both implementation and communication reasons formed the basis for the skeleton structure of the Index with three distinct Core Values areas for each of the elementary, middle school, and high school levels. The elementary and middle school Index looks at Student Achievement, Growth, and Gaps while the high school Index substitutes College- and Career-Readiness for Growth. At some time in the future, student growth may be incorporated into the high school Index, but the State's data advisors suggested that the current assessment programs at the high school and middle school levels had administrative and timing issues that might confound the production of a high school growth measure and compromise the value of the Index measure. Further study or assessment changes in future years might facilitate the introduction of growth into the high school Index.

In February 2012, Maryland conducted standard setting for the Index using a modified Delphi model similar to the approach used in Maryland over the past two decades for standard setting for assessments, performance reports, graduation rates, and other accountability measures. Approximately 25 stakeholders were invited to participate in the process from local superintendents of both large and small school systems to parent and teacher representatives, local school data technical experts, business representatives, school principals, and advocates for groups such as students with disabilities and students who are English Language Learners. The participants were provided an orientation on the ESEA Flexibility proposal for Maryland and the role the Index will play in the State's school accountability system. The data elements were defined and articulated so that participants would understand both the values and limitations of the measurements included in the Index. However, participants were asked to recognize their own values as they related to schools and to work as a group

toward consensus on the weights to be applied to each of the Core Value areas in the Index and the components of each.

By identifying the median position of each participant on each consensus round, standards-setting leaders produced a complete record of proceedings for sharing with the Interim State Superintendent of Schools. Following the State Superintendent's review of the recommendations of the standards-setting group, the State Superintendent produced a set of recommendations for the State Board of Education for inclusion in the ESEA Flexibility application for Maryland. On February 13 and again on February 28, the State Board examined and agreed to the Core Values Areas, their weights, and the weights of their components as reflected in this application.

Annual Measurable Objectives

The proposal begins by incorporating the opportunity under Option A in the Flexibility Guidance to reset Annual Measurable Objectives (AMOs) for the coming six years on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The reconfiguration of annual targets and the 2017 goal itself will be instrumental in driving school improvement work for all schools, all students, and all subgroups. The AMOs will be calculated for each school for the "all students" category and for all of the subgroups. The subgroup level AMO in the LEA will be used for any subgroup or "all students" with a 90% or higher baseline. Please see below for the 2010-11 State data (this will not be referred to as an AYP Report in the future) — these AMOs represent the State level AMOs collapsed for all grades K-12. Further, the progress of each school toward the Statewide targets provide valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students and the extent to which the school is fulfilling those needs. Participation will continue to be calculated and included with a 95% AMO for participation.

Maryland will reinforce its expectation that all students participate in assessments by including the non-participants in the Option A Achievement AMOs at the Basic proficiency.

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2011 AYP Report

Option A State AMOs

Subject Title	Subgroup	2011			AMOs					
		Proficient Count	Test Taker Count	Baseline	2012	2013	2014	2015	2016	2017
Math	All Students	342085	423856	80.7	82.3	83.9	85.5	87.1	88.7	90.4
	American Indian	985	1247	79.0	80.7	82.5	84.2	86.0	87.7	89.5
	Asian	22763	24076	94.5	95.0	95.5	95.9	96.4	96.8	97.3
	African American	103002	152001	67.8	70.5	73.1	75.8	78.5	81.2	83.9
	Hispanic/Latino	34592	45186	76.6	78.5	80.5	82.4	84.4	86.3	88.3
	Pacific Islander	292	358	81.6	83.1	84.6	86.2	87.7	89.2	90.8
	White	167781	186287	90.1	90.9	91.7	92.5	93.4	94.2	95.0
	Two or more Races	12665	14669	86.3	87.5	88.6	89.8	90.9	92.0	93.2
	Sp. Ed.	31763	56165	56.6	60.2	63.8	67.4	71.0	74.7	78.3
	LEP	18912	25504	74.2	76.3	78.5	80.6	82.8	84.9	87.1
	FARMS	120671	173972	69.4	71.9	74.5	77.0	79.6	82.1	84.7
	Reading	All Students	362434	425562	85.2	86.4	87.6	88.9	90.1	91.3
American Indian		1033	1250	82.6	84.1	85.5	87.0	88.4	89.9	91.3
Asian		22760	24214	94.0	94.5	95.0	95.5	96.0	96.5	97.0
African American		115296	152505	75.6	77.6	79.7	81.7	83.7	85.8	87.8
Hispanic/Latino		37231	45332	82.1	83.6	85.1	86.6	88.1	89.6	91.1
Pacific Islander		308	358	86.0	87.2	88.4	89.5	90.7	91.9	93.0
White		172480	187167	92.2	92.8	93.5	94.1	94.8	95.4	96.1
Two or more Races		13324	14720	90.5	91.3	92.1	92.9	93.7	94.5	95.3
Sp. Ed.		35621	55889	63.7	66.8	69.8	72.8	75.8	78.8	81.9
LEP		18999	25206	75.4	77.4	79.5	81.5	83.6	85.6	87.7
FARMS		131638	173897	75.7	77.7	79.7	81.8	83.8	85.8	87.8

Maryland proposes to continue the annual publication of the performance status of each school, school system, and the State in relation to its AMOs and will use its report card website, www.MDReportCard.org as an instrumental vehicle for making that information available to the public, along with other data not mandated by NCLB. Since the passage of ESEA reauthorization in

2001, Maryland has also published annually the names of schools failing to meet all annual targets in any single school year. Following the ESEA Flexibility approval, Maryland will publish all AMO data for the “all students” category and for each individual subgroup for each school. However, Maryland is requesting a waiver of the requirement for identifying schools based on AYP status since the proposal reconfigures accountability to a more accurate methodology, based on the flexibility provided in the Flexibility Guidance.

Maryland School Progress Index

Maryland’s collaboration with its partners—parents, educators, legislators, business, and the general public—has produced consensus on a set of Core Values that will drive the identification of schools for intervention and similarly the recognition of schools making exceptional progress and achieving at high levels. Selected components and derivatives from the traditional Adequate Yearly Progress data set will be incorporated into a school appraisal instrument that more comprehensively reflects the Core Values Marylanders have regarding their schools.

The identified Core Values begin with student performance. Certainly, the goal and purpose of each Maryland school is to assure that students receive the best education possible and can demonstrate the acquisition of the skills and knowledge they have acquired. Maryland assessments, built under the requirements of the Elementary and Secondary Education Act continue to be the benchmarks by which student performance is measured, with proficiency standards (advanced, proficient, basic). These assessments provide an accurate measure of student achievement in critical grade level mathematics and reading/English content. This information contributes directly to the current AYP data set posted for each school and subgroup. The data related to AMO progress for schools will essentially be the same information feeding into the Core Values measurements. Core Values data is principally concerned with the distance a school is from each of its annual performance targets as determined by Option A. It should be noted that the Index will be revised as MSA and HSA are replaced by PARCC Assessments and other measures are developed with the implementation of the Longitudinal Data System.

Ultimately, the Standard Setting Committee on February 8th made recommendations for the value of achievement. If all students are achieving at high levels, then the performance of the school is deemed

acceptable and the school assessed as successfully achieving its targets and goals. However, within every school, the spectrum of student performance mirrors an array of student social, developmental, and medical conditions. Standards are set to represent the minimal expectations all students will need to meet if they are to be prepared adequately for the next school year's academic challenges and to eventually be college- and career-ready.

Particularly for students receiving special services (English Language Learners, students with disabilities, and students living in poverty as measured via the Free and Reduced Price Meals Program) and for some students in some traditionally low-performing racial subgroups, the assessment standards and thus the annual performance targets may be challenging to achieve. Consequently, the school's instructional program must include features designed for the primary purpose of accelerating the year-to-year performance growth of low-performing students so that the annual targets are achieved assuring the student can be ready for college or career upon graduation.

Through the MD IDEA scorecard, State and district leaders can compare schools, regions and district performance of all students, including students with disabilities. At the local level, school leaders can analyze local school data to improve school performance and access online professional development to support data analysis and data informed decision making. In addition, schools can monitor fidelity of implementation of targeted interventions and student performance. The Maryland State Department of Education, Division of Special Education/Early Intervention Services has a newly launched web portal located at <http://marylandlearninglinks.org>. This dynamic site has many interactive features and resources for educators and families related to special education and early intervention services in Maryland. The site is constantly being updated and enhanced with new resources and current information. The Maryland Learning Links (MLL) contains multiple channels and among them are the Teaching All Students, Professional Practice, and Leadership channels. The Teaching All Students channel contains multiple methods of presenting information about research-based practices such as Universal Design for Learning and Differentiated Instruction. There are media clips, enhanced podcasts, narrative information, professional development segments, articles, interactive practice activities, and links to learn more that can all be used to support professional development and growth for addressing the needs of diverse learners. The Professional Practice channel has information that can support a teacher in developing their own professional growth plan throughout their career that will enhance their skills in meeting diverse student needs. There is also media and information about

mentoring. The Leadership channel was developed to support leaders and school administrators who are the instructional leaders that lay the foundation for establishing a collaborative school culture in order to promote high levels of achievement for all students.

School improvement is by definition a long term but constantly changing process. Good planning based on the analyses of targeted data should keep the necessary changes to a minimum. Any change should be directly driven by the changing needs of the students and often takes several years to institutionalize. Meanwhile, students who are not performing at the standards levels often need extraordinary intervention to fuel their performance acceleration, regardless of the overall condition of the school. Recognizing that greater incentive and accountability is needed to assure that kind of acceleration, Maryland constituents indicated a need for direct measurements of the acceleration of individual student performance and for the closing of gaps for student subgroups. Consequently, the proposed Maryland School Progress Index incorporates two additional related, but separate Core Values—Gap Closing and Annual Individual Student Growth. The Standard Setting Committee made further recommendations for the weights of gap and growth.

A fourth Core Value is College- and Career-Readiness. While no satisfactory elementary or middle school measures currently exist, several existing high school measures permit a reasonably satisfactory assessment of the measure. Maryland looks forward to the addition of further elements as the data become available with the development of the Longitudinal Data System and as Maryland administers the PARCC assessments. Additionally, Maryland will continue to revise the School Progress Index as the data components are analyzed and reviewed. Since the Standard Setting process was conducted on February 8, 2012, as discussed below, Maryland will need to review the data runs and will submit any revisions to USDE prior to implementation.

Ultimately, the Index will be used to group schools with similar challenges so that targeted supports and resources can be offered by both the State Education Agency (SEA) and the Local Education Agency (LEA).

Maryland School Progress Index Components

Theory of Action

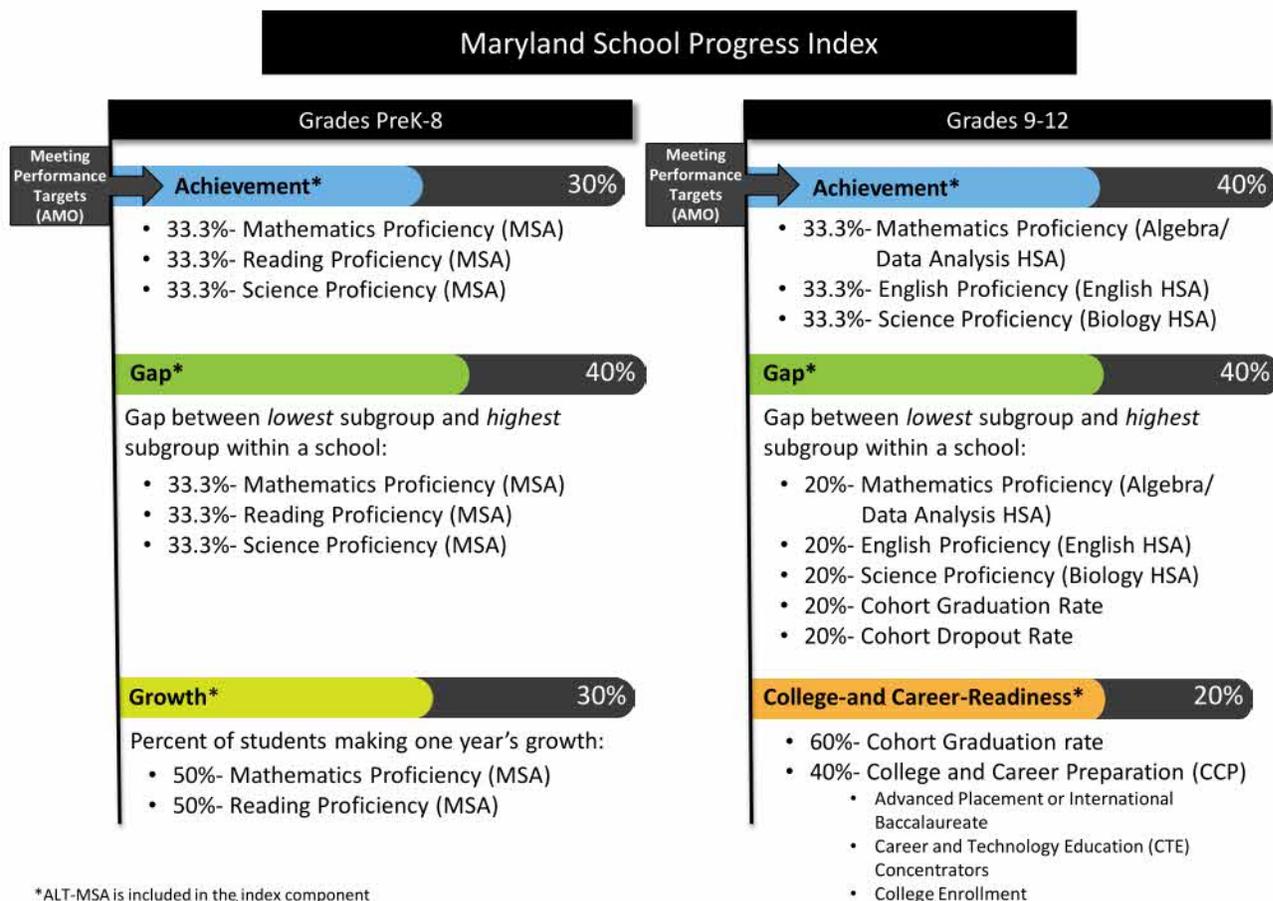
The premise of an Index is that schools are evaluated on a continuous scale based on variables Maryland State Department of Education deems important indicators of adequacy: Achievement, Growth, College- and Career-Readiness, and Reducing Gaps. A proportional index measures the location of a school relative to a target (O/T) where O is the observed value and T is the target. Proportions less than one indicate the observed performance is less than the target. Proportions one or greater indicate the observed performance is greater than or equal to the target. The measure is continuous in that the value conveys how far above or below the target the observed result falls. The index for the sample has a minimum value of 0 and a theoretical value greater than 1. The index can be rescaled by multiplying the index value by the maximum value of the desired scale. For example, to convert the values to a 100-point scale, multiply the index value by 100.

To simplify matters, targets for each component of the Index were created using the logic of Option A: a 50% reduction by 2017 in students at basic, not graduating, etc. Annual targets were set according to Option A as well. The amount of improvement needed to reach the 2017 target is equally distributed across 6 years.

Unlike the discreet model used for AYP decisions (Met or Not Met), combining values within and between categories results in a composite Index that is compensatory where a low value on one component can be balanced by a high value on another component. It is possible that a school not meeting the AYP criteria could have a relatively higher composite Index value and very likely be judged as adequate. Unlike the AYP model in which all components are equally weighted, each of the components and categories comprising the Index can be differentially weighted based on their perceived importance in assessing overall school performance.

Under No Child Left Behind, a school could achieve Adequate Yearly Progress only if each of the groups and subgroup performance levels met or exceeded the same Annual Measurable Objective. Consequently, the school failing to achieve the AMO for one of the subject areas for one of the subgroups would necessarily fail to achieve AYP for the year and failing to meet AMOs for two consecutive years would result in the school entering school improvement. An examination of schools not achieving AYP then produces a mixture of schools and consequently helps little in appraising a school's overall performance. The compensatory nature of the Index reveals better how the school is

performing and incorporates vitally important information about improvement and growth in addition to achievement. (The draft of the Index is below with full size copies in Appendix 2.A)



Core Value Definitions

The Core Values related to the Maryland School Progress Index include the following:

Achievement (elementary, middle, and high school) based on percentage of the “all students” group scoring proficient or advanced on the Maryland School Assessments (MSA) (which includes and will continue to include student performance on the Alt-MSA) in Mathematics, Reading, and Science for Elementary Schools, Middle Schools, and on the High School Assessments in Algebra, Biology, and English. Non-participants will be included at basic proficiency to reinforce Maryland’s expectation that all students participate in the assessments.

Growth (elementary and middle) or *Annual Individual Student Performance Growth* is based on the percentage of the “all students” group and in specific subgroups demonstrating growth in performance over the previous year. Annual targets set for each content area separately are based on the percent of students that would yield a 50% reduction in the percentage of students by 2017 demonstrating less than one year’s growth from the prior year for the “all students” group.

Gap Reduction (elementary, middle, and high school) is defined as a decrease in the performance gap between the highest- and lowest-performing subgroups. The calculations include an adjustment for reductions resulting from declines in performance of highest-performing subgroup.

College- and Career-Readiness for high schools includes cohort graduation rate (60%), and college and career preparation (CCP) (40%). The college and career preparation component is made up of three elements: Advanced Placement or International Baccalaureate, Career and Technology Education Concentrators, and college enrollment. Since the goal is to prepare students for both college and/or careers, Maryland sought to identify a way to capture both pathways. The CCP component considers having a student in any one of the three elements as a student success factor. Students who take an Advanced Placement exam and score a three or better OR take an International Baccalaureate exam and score a 4 or better, OR are a career and technology education concentrator, OR enroll in college within 16 months after graduation would be counted as a CCP student for that individual school. The formula for CCP is Success Factor = (AP Score 3 or better OR IB Score 4 or better => +1 . OR CTE concentrator +1 OR Enrolled in Post Secondary + 1). A student is only counted once in the numerator even if they meet two or more of the three question criteria in CCP.

Maryland’s School Progress Index (Grades 9-12) includes College- and Career-Readiness Indicators because they are important early predictors of whether a student will be positioned for successful first steps in college and a career. In the first iteration of the Index, only indicators for which there are established data elements are included. These indicators will be adjusted/replaced as the Index is refined and expanded with the assistance of the Maryland Longitudinal Data Systems (LDS). (Note: Once Maryland’s LDS is fully operational, the career and technology education concentrators’ element for the CCP metric in the School Progress Index can be replaced by the percentage of graduates achieving program completion status or the percentage of graduates earning industry certifications.) While these indicators are less than perfect, each can be viewed as a predictor of college and career

success. Moreover, they currently constitute the measures for which reliable data is available. Over time, it is expected that more measures will be added with the Longitudinal Data System (LDS).

Cohort Graduation Rate and Definition

Maryland began using the cohort graduation rate for accountability in 2011, one year ahead of the requirement for all states due to State Legislation. Maryland has previously used and continues to report the Leaver Graduation Rate. The Leaver Graduation Rate is 87.0% for 2011, up from 85.2% in 2007, demonstrating continuing growth in overall graduation rate for all Maryland students. The goal and respective targets for both 4-year and 5-year cohort graduation rate for the “all students” group were established in February 2011 and approved by the State Board. For 2012, all states must report cohort graduation rate for the “all students” group and for each subgroup.

Through the Standard Setting process, a group of stakeholders recommended that the cohort graduation goal be 95% in 2020 (submitted and approved by USDE in Maryland’s Consolidated State Application in 2011). Based on data analysis it is clear that there are subgroups that continue to struggle with graduation and a number of subgroups have far greater distances to improve and reach this 95% 2020 goal than others.

To ensure that Maryland’s process and targets are both rigorous and attainable, Maryland has calculated the targets for subgroups utilizing the target approved by USDE in 2011 and adapting the “Option A” for assessment AMOs as provided in the ESEA Flexibility Application. The procedure is: Set annual equal increments toward the goal of reducing by half the percentage of students in each subgroup who are not meeting the 95% in 2020 graduation goal, as approved by USDE, within nine years (number of years between the present and 2020). By using option A to reach a grad rate using a goal of 95% by 2020, we want to reduce the percentage of non grads by 50% (one-half) in relation to the 95% goal based on the base year. The formula for gain per year is as follows:

$$\text{Gain per year} = (((0.95 - (0.95 - \text{baseline grad rate})/2) - \text{baseline grad rate}) / 9)$$

The formula above is used for the 4-year and 5- year cohort graduation rate.

State Graduation targets by subgroup are provided below. The first table is the 4-year cohort graduation data and the second table is the 5-year cohort graduation data.

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Option A State AMOs - 4-Year Cohort Graduation Rate

Subject Title	Subgroup	*Baseline	2012	2013	2014	2015	2016	2017	2018	2019	2020
Grad. Rate	All Students	81.97	82.70	83.42	84.14	84.87	85.59	86.32	87.04	87.76	88.49
	American Indian	75.93	76.99	78.05	79.11	80.17	81.23	82.29	83.35	84.41	85.47
	Asian	93.04	93.15	93.25	93.36	93.47	93.58	93.69	93.80	93.91	94.02
	African American	74.02	75.18	76.35	77.51	78.68	79.85	81.01	82.18	83.34	84.51
	Hispanic/Latino	73.44	74.63	75.83	77.03	78.23	79.43	80.62	81.82	83.02	84.22
	Pacific Islander	90.24	90.51	90.77	91.04	91.30	91.57	91.83	92.09	92.36	92.62
	White	88.27	88.65	89.02	89.39	89.77	90.14	90.52	90.89	91.26	91.64
	Two or more Races	93.42	93.51	93.59	93.68	93.77	93.86	93.95	94.03	94.12	94.21
	Sp. Ed.	54.72	56.95	59.19	61.43	63.67	65.91	68.14	70.38	72.62	74.86
	LEP	56.98	59.09	61.21	63.32	65.43	67.54	69.65	71.77	73.88	75.99
	FARMS	74.11	75.27	76.43	77.59	78.75	79.91	81.07	82.23	83.39	84.55

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Option A State AMOs - 5-Year Cohort Graduation Rate

Subject Title	Subgroup	*Baseline	2012	2013	2014	2015	2016	2017	2018	2019	2020
Grad. Rate	All Students	84.57	85.15	85.72	86.30	86.88	87.46	88.04	88.62	89.20	89.78
	American Indian	78.01	78.95	79.90	80.84	81.78	82.73	83.67	84.62	85.56	86.50
	Asian	94.53	94.56	94.58	94.61	94.63	94.66	94.69	94.71	94.74	94.77
	African American	77.86	78.82	79.77	80.72	81.67	82.62	83.58	84.53	85.48	86.43
	Hispanic/Latino	78.15	79.09	80.02	80.96	81.90	82.83	83.77	84.70	85.64	86.58
	Pacific Islander	95.12	95.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00
	White	89.65	89.94	90.24	90.54	90.84	91.13	91.43	91.73	92.03	92.32
	Two or more Races	94.73	94.75	94.76	94.78	94.79	94.81	94.82	94.84	94.85	94.87
	Sp. Ed.	60.94	62.83	64.73	66.62	68.51	70.40	72.29	74.19	76.08	77.97
	LEP	66.64	68.21	69.79	71.37	72.94	74.52	76.09	77.67	79.24	80.82
	FARMS	80.24	81.06	81.88	82.70	83.52	84.34	85.16	85.98	86.80	87.62

Attendance Rate and Definition

Maryland has published on its website (mdreportcard.org) attendance rates for all schools beginning in 1993 and began using the attendance rate for Maryland's accountability program in 1990 as the baseline year. Since 2003, the attendance rate has been utilized in the accountability program as the other academic indicator for elementary and middle schools. The Attendance Rate for high schools in 2011 is 92.3%, up from the 1993 attendance rate of 90.6%.

Through a Standard Setting process, a group of stakeholders recommended that the attendance rate target be 94% which has been part of the Accountability Workbook since 2003.

To ensure that Maryland's process and targets are both rigorous and attainable, Maryland has calculated the targets for high schools utilizing the 94% goal using the "Option A" procedures for the attendance AMOs as provided in the ESEA Flexibility Application. The procedure is: Set annual equal increments toward the goal of reducing by half the percentage of students in each subgroup who are not meeting the 94% in 2017 attendance rate goal within six years. By using option A to reach an attendance rate using a goal of 94% by 2017, we want to reduce the percentage of absentees by 50% (one-half) in relation to the 94% goal based on the base year. The formula for gain per year is as follows:

$$\text{Gain per year} = (((0.94 - (0.94 - \text{baseline attendance rate})/2) - \text{baseline attendance rate}) / 6)$$

Career Attainment Definition

Maryland gives students the option of earning a standard high school diploma with a career concentration if they complete a State-approved career and technology education (CTE) program of study. The Career Attainment rate represents the percentage of graduating students who attained advanced standing in a State-approved CTE program of study, i.e. enrollment in the "concentrator" or third course in the program sequence. (Note: CTE Concentrator data are included in Maryland's CTE Accountability System and are part of the data reported annually to the USDE.) CTE programs of study provide students with academic and technical knowledge and skills, include a work-based learning component, and culminate in an industry certification and/or early college credit.

Standard Setting

On February 8, MSDE invited 25 representatives of Maryland's Statewide pre-K through 12 school community to participate in a standard setting discussion on the new Maryland School Progress Index.

The group was identified to represent both school and school system leadership from among the State’s twenty-four school systems as well parents and advocates for teachers and students. Groups such as the Maryland State Educators Association (the NEA affiliate for Maryland) and the Baltimore Teachers Union (the AFT affiliate) were invited to be at the table as well as advocates for students with disabilities, Title I students, and ELL students. The Maryland State Department of Education provided technical and policy experts and consultants to assist with the process.

The February 8 meeting followed dozens of prior meetings on the ESEA flexibility application with individuals and groups, including those represented in the preliminary standard setting, with the understanding that the standard setting would be inclusive and thoughtful and would be carefully designed to elicit the most viable outcomes for students.

The standard setting procedure for the Index is patterned after the model that has been used in Maryland since 1993, when the State first developed standards in its initial school accountability system. The procedure has been used for measures as diverse as attendance rates and test scores. However, the development of the component weights for the Index presented special problems for State policy makers in that the Index was designed to convey a broad interpretation of the performance of a school from an array of diverse factors. Educators recognized all as important indicators of success or progress, but they have never been consolidated under the same umbrella with traditional achievement measures such as test results.

The standard setting procedure used for the Maryland School Progress Index was patterned after the modified Delphi process that Maryland has used since 1993. Consequently, the standard setting process was modified to produce an Index value for each school that most accurately reflects the critical core values of educators, advocates, and parents. The standard setting process is outlined below:

Steps	Activity	Outcome
November-December Framework Structure Development	Who: MSDE staff with consultants and stakeholders via multiple engagements What: Identify core values and the most viable component measures for inclusion in the Index;	Identification of Index Core values used to organize viable Index components.
December-January	Who: MSDE staff and consultants	Draft framework developed to include most viable

Framework Research	What: conduct preliminary statistical studies of all possible component measures to identify most technically feasible component design for Maryland.	components.
February 8 Preliminary Determination of Index Weights	Who: Stakeholder standard setting group, assisted by key MSDE staff and consultants. What: Study the Draft Index framework and the outcome of MSDE studies of component viability and determine alignment with core values.	Preliminary recommendations on the weighting of components for the Index.
February 10 State Superintendent Review	Who: State Superintendent of Schools and appropriate MSDE staff What: Review the preliminary recommendations of the Stakeholder standard setting group	Recommendation of Index framework and component weights for State Board of Education
February 13 State Board Action	Who: State Board of Education What: Considers the recommendations of the State Superintendent of Schools on the School Progress Index framework for action.	The determination of the Index component weights for submission to USDE February 28 in the ESEA waiver application.
February 28 USDE Review	Who: USDE staff and experts What: Review of the complete Maryland ESEA waiver application	Approval/recommendations or both for Maryland on the implementation of the ESEA waiver plan.
March-May Further Technical Studies	Who: MSDE staff and consultants What: Conduct statistical studies of the draft framework and fine-tune the implementation steps necessary.	Studies based on the design to identify possible adjustments necessary to assure the Index functions as intended.
April-May Second Standard Setting Process	Who: MSDE staff and consultants What: Review data on the Index to determine cuts of schools.	Determination of schools in each of 5 strands as described in process.

February 8 Standard Setting Procedure

Development of Standards Recommendations:

HIGH SCHOOL STANDARDS

5. **Relative weights for three core values areas (Achievement, Gaps, College- and Career-Ready).**
 - a. Develop an understanding of the terms used for components:

- i. Core Values Areas
 - ii. Components
 - iii. Recommendations
 - b. Conduct table discussions on the core value areas and how these areas might help paint a good picture of a school’s performance.
 - c. Conduct consensus vote on the possible relative weights of the core values areas.
 - d. Discussion of the preliminary vote and range of votes.
 - e. Second table discussion on the weighting
 - f. Conduct second consensus vote on the possible relative weights of the core values areas.
 - g. Sharing of the outcome of vote 2, with explanation of the range of votes.

- 6. Relative weights for High School Achievement (English, Mathematics, Science)**
 - a. Develop an understanding of the terms used for the achievement components.
 - i. English (English HSA)
 - ii. Mathematics (Algebra/Data Analysis HSA)
 - iii. Science (Biology HSA)
 - b. Conduct table discussion on the Achievement components and how these areas might help paint a good picture of a school’s performance.
 - c. Conduct consensus vote on the possible relative weights of the Achievement components.
 - d. Discussion of the consensus vote and range of votes.
 - e. Second table discussion on the Achievement weighting
 - f. Conduct second consensus vote on the possible relative Achievement component weights.
 - g. Sharing of the outcome of vote 2, with explanation of the range of votes.

- 7. Relative weights for High School Gaps components.** The Gaps components consist of the gaps for each of the five measures between the school’s highest- and lowest-performing group.
 - a. Develop an understanding of the terms used for the Gaps components.
 - i. English (English HSA)
 - ii. Mathematics (Algebra/Data Analysis HSA)

- iii. Science (Biology HSA)
- iv. Cohort Graduation Rate
- v. Cohort Dropout Rate
- b. Conduct table discussion on the Gaps components and how these areas might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the Gaps components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the Gaps weighting
- f. Conduct second consensus vote on the possible relative Gaps component weights.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

8. Relative weights for High School College- and Career-Ready

- a. Develop an understanding of the terms used for the College- and Career-Ready components.
 - i. Cohort Graduation Rate
 - ii. Career Attainment
 - iii. Attendance
- b. Conduct table discussion on the College- and Career-Ready components and how these components might help paint a good picture of a school's performance.
- c. Conduct consensus vote on the possible relative weights of the College- and Career-Ready components.
- d. Discussion of the consensus vote and range of votes.
- e. Second table discussion on the College- and Career-Ready weighting
- f. Conduct second consensus vote on the possible relative College- and Career-Ready component weights.
- g. Sharing of the outcome of vote 2, with explanation of the range of votes.

ELEMENTARY AND MIDDLE SCHOOL STANDARDS

5. Relative weights for Elementary and Middle School Core Values Areas (Achievement, Growth, Gaps)

- a. Review the terms used for components:
 - i. Core Values Areas

- ii. Components
 - iii. Recommendations
- b. Conduct table discussion on the Elementary and Middle School core values areas and how these areas might help paint a good picture of a school's performance.
 - c. Conduct consensus vote on the possible relative weights of the core values areas.
 - d. Discussion of the consensus vote and range of votes.
 - e. Second table discussion on the weighting
 - f. Conduct second consensus vote on the possible relative weights of the core values areas.
 - g. Sharing of the outcome of vote 2, with explanation of the range of votes.

6. Relative weights for Elementary/Middle School Achievement (Reading, Mathematics, Science)

- a. Develop an understanding of the terms used for the achievement components.
 - i. Reading (Reading MSA)
 - ii. Mathematics (Mathematics MSA)
 - iii. Science (Science MSA)
- b. Conduct table discussion on the Achievement components and how these components might help paint a good picture of a school's performance. Discuss whether the elementary and middle school achievement weighting should differ from high school achievement
- c. Conduct preliminary vote on the possible relative weights of the Achievement components.
- d. Discussion of the preliminary vote and range of votes.
- e. Second table discussion on the Achievement weighting (if necessary)
- f. Conduct second vote on the possible relative Achievement component weights (if necessary).
- g. Sharing of the outcome of vote 2, if necessary, with explanation of the range of votes.

7. Relative weights for Elementary/Middle School Gaps components. The Gaps components come from the gaps between the highest- and lowest-performing subgroups within the school.

- a. Develop an understanding of the terms used for the Gaps components.
 - i. Reading (Reading MSA)

- ii. Mathematics (Mathematics MSA)
 - iii. Science (Science MSA)
 - b. Conduct table discussion on the Gaps components and how these components might help paint a good picture of a school's performance. Discuss whether the weighting should be different from or the same as the high school gaps weighting recommendations.
 - c. Conduct consensus vote on the possible relative weights of the Gaps components.
 - d. Discussion of the consensus vote and range of votes.
 - e. Second table discussion on the Gaps weighting (if necessary)
 - f. Conduct second consensus vote on the possible relative Gaps component weights (if necessary).
 - g. Sharing of the outcome of vote 2, with explanation of the range of votes (if necessary).
- 8. **Relative weights for Elementary/Middle Growth components.** For Growth, the Index uses the percent of students making one year's growth or more in the three Maryland School Assessments.
 - a. Develop an understanding of the terms used for the Growth components.
 - i. Reading (Reading MSA)
 - ii. Mathematics (Mathematics MSA)
 - b. Conduct table discussion on the Growth components and how these components might help paint a good picture of a school's performance. Discuss whether the weighting should be different from or the same as the high school gaps weighting recommendations.
 - c. Conduct consensus vote on the possible relative weights of the Growth components.
 - d. Discussion of the consensus vote and range of votes.
 - e. Second table discussion on the Growth weighting (if necessary)
 - f. Conduct second vote on the possible relative Growth component weights (if necessary).
 - g. Sharing of the outcome of vote 2, with explanation of the range of votes (if necessary).

Following compilation of the results of the standard setting procedure, the State Superintendent received a complete briefing on the process and the results. The State Superintendent reviewed all the summary discussion notes and the votes, with particular attention to the range and median for each of

the votes. The State Superintendent submitted the information to the State Board on February 13 for presentation and action.

Subsequent to the February 13 vote, the Maryland State Department of Education will complete statistical and process studies to determine a detailed implementation plan as well as adjustments to the procedures and Index itself necessary for full implementation with the 2011-2012 school performance data. Annually the Index will be reviewed and updated as needed.

Example of the School Progress Index Calculation for Elementary and Middle Schools

Elementary Schools
Grades K-5

School Index 1.010				Achievement				Growth				Gap Reduction			
Weight-1	0.300			Weight-1	0.300			Weight-1	0.400						
Working weight-1	0.300			Working weight-1	0.300			Working weight-1	0.400						
Weighted Contribution	0.293			Weighted Contribution	0.286			Weighted Contribution	0.431						
Assessments				Assessments				Assessments							
Weighted Proportion	Math	Read	Science	Weighted Proportion	Math	Read	Weighted Proportion	Math	Reading	Science					
Target	0.954	0.945	0.872	Target	0.597	0.945	Target	0.927	0.927	0.863					
Weight-2	0.333	0.333	0.333	Weight-2	0.500	0.500	Weight-2	0.333	0.333	0.333					
Working Weight-2	0.333	0.333	0.333	Working Weight-2	0.500	0.500	Working Weight-2	0.333	0.333	0.333					
Proportional Measure	0.964	0.984	0.987	Proportional Measure	1.039	0.868	Proportional Measure	1.025	1.068	1.136					
All Students current Yr	0.920	0.930	0.860	All Students current Yr	0.620	0.820	All Students High-Low Current Yr	0.050	0.010	0.020					
All Students Base Yr	0.950	0.940	0.860	All Students Base Yr	0.560	0.940	All Students High-Low Base Yr	0.080	0.080	0.150					

Maryland will reinforce its expectation that all students participate in assessments by including the non-participant students at basic proficiency in the Achievement area of the School Progress Index.

The **School Progress Index** for each elementary / middle school is calculated by summing the weighted contribution from Achievement, Growth, and Gap Reduction. After weighted proportions are calculated by content in each section, the weighted contributions are calculated by multiplying the sum of the weighted proportions in each section by the value of **weight-1** in each section. **Weight-1** is

distributed across all three sections (Achievement, Growth, and Gap Reduction) and the sum of these three weights must be equal to 1.0.

In the example above, this calculation would lead to the following:

- $((.321 + .312 + .329) * 0.30) + ((.520 + .412) * 0.30) + ((.325 + .338 + .379) * 0.40 = 0.985$ which is our School Progress Index

On the next page is a brief description of each section that leads up to how the weighted proportions are calculated in that section.

Note: This is a sample with sample given weights. Final weights were decided through the standard setting process that included a representative group of stakeholders on February 8, 2012.

School Achievement

Achievement is based on the percentage of the students in the “all students” group scoring proficient or advanced in Mathematics, Reading, and Science for each elementary and middle school. The performance percent for each school and content (values highlighted in blue in the achievement section) is the combined result of all three elementary / middle test types (Alt-MSA, Mod-MSA, and MSA) and is calculated for the current and baseline (prior) school year.

School Growth

Growth is based on the percentage of students in the “all students” group demonstrating growth in Mathematics or Reading performance over the previous year for each elementary and middle school. The growth percent for each school and content (values highlighted in blue in the growth section) is the combined result of all three elementary / middle test types (Alt-MSA, Mod-MSA, and MSA) and is calculated for the current and baseline (prior) school year.

The following steps are taken to determine the growth percentage by content:

- Determine a student’s scale score cut for the current and prior school year. The scale score cut is derived from a standardized table and ranges from 1 to 9 with 9 being the highest. Each proficiency level is broken into three ranges:
 - 1 - 3 for basic scale scores
 - 4 - 6 for proficient scale scores
 - 7 - 9 for advanced scale scores.

- Determine a student's growth score by subtracting the prior year scale score cut from the current year scale score cut. The growth score ranges from -8 to 8 with 8 being the highest.
- For a growth score to be calculated for a student, the student must have matching test types in both the prior and current school year, and the student's grade must progress by a one grade increment (i.e. if a student was in grade 3 in the prior year then they must be in grade 4 in the current year).
- The student will then be placed into one of the following three categories based on their growth score
 - Decline: Growth Score: -8 to -1
 - Same: Growth Score: 0
 - Improve: Growth Score: 1 to 8
- Sum the students by school and content for the same and improve categories, which become the number of students demonstrating growth.
- Sum the students by school and content for the decline, same, and improve categories, which becomes the number of test takers.
- The growth percent by content is then the number of students demonstrating growth divided by the number of test takers.
- The current year growth percent is determined by looking at changes from SY2010-11 to SY2011-12. The baseline year growth percent is determined by looking at changes from SY2009-10 to SY2010-11.

School Gap Reduction

Gap reduction is based on a gap score that is calculated for each school which shows the gap between the highest-achieving subgroup and the lowest-achieving subgroup in Mathematics, Reading, and Science for each elementary and middle school. The gap percent for each school and content (values highlighted in blue in the gap reduction section) is the combined result of all three elementary / middle test types (Alt-MSA, Mod-MSA, and MSA) and is calculated for the current and baseline (prior) school year.

The following steps are taken to determine the gap score by content:

- The subgroups here are defined as the seven racial categories along with special education, limited English proficiency, and free and reduced meal status.

- For each school, the above subgroups are evaluated by content and the highest- and lowest-achieving subgroups (based on the percentage of the students in the “all students” group scoring proficient or advanced) are flagged for both the current and baseline years (SY2010-11 and SY2011-12). Note that a minimum n of 5 test takers was used per content and subgroup, so any subgroups under that were eliminated from the process. A content-specific gap score is then calculated as the percentage of all students scoring proficient or advanced in the highest-achieving subgroup minus the percentage of all students scoring proficient or advanced in the lowest-achieving subgroup. Since these gap scores are year-specific, there was no requirement that the subgroup had to exist in both years.
- To help ensure that gap reductions reflect improved performance of the lowest-performing subgroup and not a decline in the performance of the highest-performing subgroup, the percent proficient value used to calculate the gap for the highest-performing subgroup was the larger of the prior and current year.

Calculating the Weighted Proportions

The **weighted proportion** calculation is similar across all three sections. The only difference is in the formula used for the proportional measure and target calculations for gap reduction. Also, growth only looks at Mathematics and Reading whereas achievement and gap reduction look at all three contents.

You can follow along by using the example in the beginning of this section.

- **Weight-2** is distributed across the contents independently within each section; the sum of the weights in the section must be equal to 1.0.
- **Target** is calculated by taking a school’s percentage for the baseline school year and determining annual equal increments toward a goal of reducing by half the percentage of students who are not proficient within six years. The target is calculated separately by content within a school. The targets were computed with the convention that larger values are indicative of higher performance levels. Annual targets represent the annual increase in performance required to achieve a 50% reduction in the number of students not meeting the desired outcome by 2017. For the Achievement, Growth, Cohort Graduation Rate, and CTE Concentrators measures the targets are computed as:

$$\text{All Students Base Yr} + (((1 - ((1 - \text{All Students Base Yr}) / 2)) - \text{All Students Base Yr}) / 6)$$

For Gap reduction and Cohort Dropout Rate, where larger values are indicative of lower (less desirable) performance level, calculations were based on the complements (1-Gap and 1-Cohort Dropout Rate) for consistency.

- **Proportional Measure** is a school's percentage for the current year divided by the target for achievement and growth; it is 1 divided by a school's percentage for the current year divided by the target for gap reduction. The proportional measure is calculated by content within a school.

The formula for proportional measure is:

All Students current Yr / Target

- **Weighted Proportion** is the proportional measure multiplied by weight-2. The weighted proportion is calculated separately by content within a school.
- As stated in the beginning, **Weighted Contribution** is the sum of the school's weighted proportions for Mathematics, Reading, and Science multiplied by Achievement Weight-1 for each section.

Maryland's Accountability Plan

Maryland remains committed to addressing significant gains and progress, in addition to proficiency, for all students. Maryland's new accountability structure has three prongs. The first is the identification of Priority, Focus, and Reward schools. The second is driven by the results of each subgroup's performance on the "ambitious, but achievable, annual measurable objectives (AMOs)." The third is the development of the School Progress Index. Every school, whether high or low-performing, must address the needs of any subgroup of students that fails to make the AMOs. The vehicle for the description of this support should be the School Improvement Plan (SIP). The Code of Maryland Regulations (COMAR 13A.01.04.07) presently states that "A school identified for improvement (1) Annually, before the beginning of the school year following a failure to make adequate yearly progress, each local school system shall identify for school improvement each elementary or secondary school that has not made AYP because that school did not make the annual measurable objective in the same reported area for 2 consecutive years. The reported areas are reading, mathematics, or as applicable, attendance rate or graduation rate. (2) To insure that all students reach the State's proficient level in reading, mathematics, and science by 2013 —14, within 3 months or sooner after identification, each

identified school shall develop a 2-year school improvement plan that: (a) Focuses on strengthening core academic subjects; (b) Incorporates strategies based on scientifically based research that will strengthen core academic subjects; (c) Includes funds for high quality professional development; and (d) Has specific measurable objectives for each student subgroup. Furthermore, (3) Each local school system within 45 days of receiving a plan shall: (a) Establish a peer review process to assist with review of the plan; (b) Promptly review the plan; (c) Work with the schools as necessary; and (d) Approve the school plan if the plan meets the requirements of all applicable federal and State laws and regulations.” This COMAR regulation will be reviewed and revised as necessary.

Once the data has been reported and analyzed and the support is in place, the school’s efforts for improvement should address any subgroup needs and allow the school to track the improvement efforts by subgroup as well as intervention. Most all schools in Maryland currently use a very robust school improvement plan process and may be best served by continuing along a path for improvement that is already in place. If all school data is being considered and the current direction for the school indicates that all targets are being met and the school continues to improve then no change should be made just for this process. However, if the school and/or LEA examine the data and come to a new analysis for change then this process can be an opportune moment to implement necessary changes. The format for school improvement plans will not be specified by MSDE. However, it will be expected that all schools have a SIP which is available to the public. Priority schools will be required to incorporate the seven turnaround principles into the SIP or adopt one of the four USDE approved 1003(g) SIG models.

School Improvement Plans:

Master Plans are the umbrella for monitoring and accountability of LEAs as they implement support to Priority and Focus Schools and School Improvement Planning. MSDE is currently revising the guidance document for the 2012 Master Plan to prompt LEAs with Priority and/or Focus Schools to describe their overall approach and the challenges and successes that they may be having. In the case of challenges, LEAs will be expected to explain how they plan to alter direction to address the deficiencies. As with all other aspects of Master Planning, the explanations will be data-driven.

For School Improvement Plans (SIP), Maryland has chosen to create a reporting mechanism by Strand that will be included as part of the Master Plan for ALL LEAs. The description of this graduated

reporting can be found in Maryland's ESEA Flexibility Proposal (see pages 86-90) in the final paragraph of each Strand.

Please note: Maryland does not have separate "district plans". LEAs district specific plans are part of the Master Plan each district completes.

Building District Capacity

The structure of Maryland, with only 24 school districts, is very conducive to a collegial process. Maryland's state Superintendent meets monthly with the 24 LEA superintendents. These meetings are extremely important to all involved for problem solving, in depth discussion of major issues and as an essential communication tool throughout the state. In addition to these meetings, the Assistant Superintendents for Instruction meet monthly with the Assistant State Superintendent for Instruction. Other liaisons meet regularly to discuss all initiatives that require LEA and state action. Maryland works as a community with a clear goal of high achievement for all students through the cooperation of families, teachers, administrators and students.

MSDE and the local school systems use these regular meetings to examine both State and local issues and impending policy changes to ensure local school systems and the State work in concert on implementation. Further, with only 24 school systems within a geographically close proximity, technical exchanges on an ad hoc basis are frequently scheduled both with individual school systems and with clusters of systems with similar issues.

As described above, once standard setting is complete for the School Progress Index, a scale will be created from 0-1+. For directing support and interventions to schools with similar conditions, the scale will be broken into five strands with Strand 1 the highest-performing and Strand 5 the lowest. Although schools will, as always, have very unique profiles, MSDE will group the schools based on a measure of the magnitude of the issues these schools face. Thus, if a school falls into Strand 5, it joins other schools with pervasive, school-wide, systemic problems. Schools in Strand 1 are meeting the challenges brought to school by their students. This is not to say that schools in Strand 1 cannot achieve more but that the schools overall and by subgroup are meeting and exceeding the academic standards currently set for the school. This Strand categorization allows the SEA and LEA to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

STRAND 1.

If schools fall into Strand 1, the schools usually meet and exceed the academic standards for all students. Although, it will be possible to be in the top Strand and still miss the AMOs for one subgroup, most of the Reward Schools identified below will fall into Strand 1. Schools that score in this Strand may have met the minimum standards set by the State for closing the achievement gaps but will, through development of the School Improvement Plan, set higher standards. Additionally, schools will examine the data they have that indicate any need whether academic, physical, emotional or cultural and develop intervention plans which will be monitored.

Since data for the School Progress Index will be published annually, to maintain the status of a Strand I school, focused and intense interventions for students not showing growth will be necessary. Although the Maryland School Assessments (MSAs) are meant to assess the most important academic content instructed in all Maryland classrooms, teachers/leaders understand that they are responsible for the whole child. That means that at times Social Studies activities, tools to keep students organized or addressing intense personal needs will intervene and be partnered with the ongoing support for the content of Science, English/Language Arts and Mathematics.

Support to these schools beyond the SIP may take different forms. The school should be able to identify the professional development and training that can lead to additional improvement in achievement. The LEA may provide this resource or schools may leverage other sources of funding to seek training beyond the current staff within the LEA.

Monitoring for these schools on the part of the LEA is left totally to the LEA and its theory of action. MSDE will intervene in a very small way. Each year a random sample of 1-3% of the schools in Strand I will submit their School Improvement Plans for review by LEA experts. The LEA Superintendent will report on the examination of these plans through the Master Plan process and assure that any omissions or inadequacies will be addressed in these and all other SIPs. This will allow MSDE to have insight into the School Improvement Plan process from the school's perspective and the school will receive feedback that will assist with the continued improvement of the school's ability to diagnose and prescribe interventions.

STRAND 2

When schools are categorized as Strand 2 they are expected to be among the top 50% of schools in the State. The successes and challenges in this Strand will be varied. Schools may excel at Mathematics but lag in reading or the reverse. In this case, the balance of Achievement, Growth, Gap Reduction and College- and Career-Ready Goals can yield relatively high-performing schools with targeted needs that, when addressed, could lead them to enter Strand I. Schools in this Strand could also be struggling to stay in Strand 2.

More than one area of need may drive the school to focus on one and then another intervention sequentially or consider a quasi-systemic plan that would embrace all of the needs at once. The SIP process will again ensure that each subgroup is addressed and identified needs drive professional development for teachers and appropriate interventions for the students. MSDE will dictate no specific support for schools in Strand 2. However, it is expected that LEAs will take particular interest in the needs in these schools. Although an individual school's assessment of data is recommended for sustained improvement, it will additionally serve as an excellent source for the LEA to determine system-wide professional development.

State monitoring for Strand 2 schools will be identical to the random inspection of SIPs as described for Strand 1, with a larger sample of 4-5%. MSDE will also require the LEA with Strand 2 schools to describe in the annual Master Plan Update the overall process for addressing the production of useful, focused SIPs; the commonalities discovered through this analyses and syntheses of data; and the system-wide professional development plan that emerges from that work. There will be specific language in the Master Plan guidance developed by the BTE External Advisory Panel.

STRAND 3

Strand 3 schools bring the same variety as Strand 2 but an increase in the intensity of needs identified by the School Improvement Process. Schools in Strand 3 may have multiple subgroups struggling to achieve standards or may have intensive, pervasive problems for one very low-performing subgroup. More often than for schools in Strand 2, LEAs and schools may determine the need for a systemic solution rather than or in addition to continued support to individual subgroups. Title I schools that fall in this Strand will be eligible to apply for 1003(a) School Improvement Grant funds to support the direction toward improvement detailed in the SIP.

LEAs are directed to oversee the School Improvement Process for Strand 3 schools. Many configurations may be used for the delivery of professional development or training but LEAs must be closely in touch with these schools and regularly checking on progress. Additionally, LEAs will have a section of the Master Plan to address Strand 3 activities separately. Commonalities of the school concerns should be addressed. Successes and challenges will be addressed through monitoring questions developed by the BTE External Advisory Panel.

STRAND 4

Strand 4 schools are those with serious needs. These schools fall in the close to the bottom of achievement for schools in the State. They are not identified as falling into the very bottom but they are near that point. Rarely will these schools have focused problems with one specific subgroup. Most often, a systemic change will be necessary to address all instruction as well as those ancillary supports, like classroom management training, that can prevent other problems from interfering with instruction.

Support for the improvement of instruction, the replacement or the retraining of the leadership staff, and intensified outreach to families to become involved with their child's school should be addressed by all schools in this strand and always with LEA oversight. LEAs should look carefully to the existing supports in the schools to determine effectiveness of the current path to improvement. Schools with serious needs require the attention and support of the whole community and Strand 4 schools must have intentional activities to create community involvement.

For monitoring, LEAs must include in their Master Plan Update, the process that is used to assure that each Strand 4 school has the most effective school improvement plan possible. Additionally, specific guiding questions will ask for a description of any differentiation of supports to these schools with very low scores on the School Progress Index. It is possible for Focus schools to fall into this strand. When this occurs, certain Title I Focus schools will be eligible to apply for 1003(a) school improvement funds to support the path for improvement stated in their school improvement plans.

STRAND 5

The lowest-achieving schools in the State will fall into Strand 5. It is probable that all Priority Schools will fall in this category but there will be others, not receiving Title I services, that will present with

serious, school-wide issues that require additional, differentiated services from the LEA. These schools are also going to present the most need from the student services. These schools will typically be of higher poverty, more diverse and in communities of need.

Required supports for Strand 5 schools that are not Title I are described in Section 2.G. Those Title I schools in this Strand will either be Priority, Focus or another low-performing Title I school so each category will afford access to additional school improvement dollars. All schools, Title I or non-Title I schools should receive differentiated support from the LEA.

Monitoring of these schools will be covered by the LEA and MSDE if they are Priority or Focus. The other schools will be required to provide assurances within the Master Plan to the State Superintendent of Schools that all required interventions, reporting, and monitoring are being supplied by the LEA.

Maryland will identify schools in each strand in early May 2012. Simulations of the school index utilizing the AYP data from 2010 for the baseline year and 2011 for the current year have been calculated (Please see the School Index Excel File attached. Because of its large size, the Excel Spreadsheet document is attached electronically to this application and cannot be included as part of the appendix). A full analysis of the ranking of the schools has not been completed. The first step in this process was the running of the data that took place with the submission of the ESEA Flexibility Proposal in February 2012. Maryland is now analyzing those data runs, which were based on 2010 and 2011 data, to determine cut points for each strand. The final identification of schools will then be run using 2011-2012 data. This ranking will be completed in May 2012.

FIXED STANDARDS

Detailed in other sections of this document is the description of how schools may exit the categories of Priority and Focus. Because that is an important concept within Maryland's support and incentives to schools, MSDE will take the following steps to make this a demanding, attainable goal. Upon analysis of the data from the Index, cut scores will be established to differentiate strands. Following the identification of the cut scores, the number of schools in each strand will be identified for the school year 2012-2013. After that first year, the SPI scale will be held constant so that, should an SPI of .73, for example, be necessary to move a school from Strand 3 to Strand 2 in 2013, it will also be necessary in 2015 should this flexibility continue.

This allows the school to continue to work toward AMOs that will change each year, moving the standard higher but allows the school to have a fixed standard to target. To exit improvement schools must move upward at least two Strands. This standard is not moveable such that an increased performance would be necessary to keep schools in their current Strand. The stability in the standard not only allows schools to exit Priority and Focus status but provides an incentive for all schools to improve.

The chart below describes an overview of supports and monitoring for Maryland's School Progress Index.

Maryland’s School Progress Index—Overview of Supports and Monitoring

Strand	Additional Financial Support	Academic Standards	Sub-groups	SEA Support	LEA Support	Monitoring
1		Meets and/or exceeds	Minimal subgroups missing AMOs	Feedback from all monitoring visits.	Oversee process for completion of SIPs assuring that low-performing subgroups are addressed	Random sample of 1-3% of schools submit plan to LEA for review. Results of review reported in Master Plan. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
2		Meets	Some subgroups missing AMOs	Feedback from all monitoring visits.	Oversee process for completion of SIPs assuring that low-performing subgroups are addressed	Random sample of 4-5% of schools submit plan to LEA for review. Results of review reported in Master Plan. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
3		Minimally meets or does not meet	Multiple subgroups missing AMOs	Feedback from all monitoring visits.	Oversee the actual completion of SIPs assuring that low-performing subgroups are addressed	In Master Plan, LEAs report on overall plans to address school needs. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
4		Usually does not meet	Multiple subgroups Missing AMOs;	Feedback from all monitoring visits.	Oversee the actual completion of SIPs assuring that low-	In Master Plan, LEAs report on overall plans to address school needs.

Strand	Additional Financial Support	Academic Standards	Sub-groups	SEA Support	LEA Support	Monitoring
			Systemic whole school reform may be needed		performing subgroups are addressed	MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
5	Low-Performing Title I Schools have access to 1003(a) SIG funds	Does not meet	Multiple subgroups Missing AMOs; Systemic whole school reform may be needed	Feedback from all monitoring visits. Title I Office will Review and Approve use of 1003(a) grant application.	Oversee the actual completion of SIPs assuring that low-performing subgroups are addressed	In Master Plan, LEAs report on overall plans to address school needs. MSDE on-site monitoring of LEA Title I annually and random visit to one or more Title I schools.
Priority Schools	Priority Schools have access to 1003(g), or LEA will reserve up to 20% off the top of its annual Title I, Part A Allocation as a reservation in Attachment 7, Table 7-8, Line 6 of Master Plan, formerly used to provide SES/PSC.		Multiple subgroups Missing AMOs; Systemic whole school reform may be needed	SIG Monitoring Teams; Breakthrough Center New Priority Schools Monitoring Teams	Oversee the actual completion of SIPs assuring that low-performing subgroups are addressed. Sign MOU with Breakthrough Center and commit to support agreements; Until the SIG grants expire, LEA must fund an intervention model for any new Priority School with Title I money previously reserved for SES.	In Master Plan, LEAs report on overall plans to address school needs. Title I Office will monitor Fiscal and Programmatic activities reserved in Table 7-8, Line 6 Attachment 7, Master Plan
Focus Schools	Focus Schools, regardless of what Strand they fall in, have access to 1003(a) SIG funds.		Need to focus on subgroups not meeting AMOs and the gap in	MSDE on-site monitoring of LEA Title I annually and random visit to	Oversee the actual completion of SIPs assuring that low-performing subgroups	In Master Plan, LEAs report on overall plans to address school needs. MSDE on-site monitoring

Strand	Additional Financial Support	Academic Standards	Sub-groups	SEA Support	LEA Support	Monitoring
	LEA should consider differential support to address needs using Title I money previously reserved for SES		subgroup performance	one or more Title I schools. Breakthrough Center to work with LEA Title I Office will Review and Approve use of 1003(a) grant application.	are addressed. Monitoring of SIP implementation by the LEA. Sign MOU with Breakthrough Center and commit to support agreements;	of LEA Title I annually and random visit to one or more Title I schools.

Upon analysis of the data from the Index, cut scores will be established to differentiate strands. As data is analyzed for schools and strands, more specificity will be established under the headings in the chart above. 2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A

The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

Option B

If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools, it must:

- a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
- b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Please find the data for B (a) - number of “all students” proficient in Science Assessments by grade level- below:

**Maryland State Department of Education
Division of Curriculum, Assessment, and Accountability**

2014 SPI Achievement Science Proficiency - State

Grade	Number Proficient / Advanced	Number Tested	Percent Proficient / Advanced
05	40933	63918	64.04
08	42864	62513	68.57
HS	50903	59608	85.40

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>

The AMOs will be developed using the process in Option A above for every school and every subgroup. Data for State, all students, and subgroups will be included in Section 2.A (Annual Measurable Objectives) above once the PARCC assessments are available and MSDE has student data from the 2014-2015 administration of the PARCC Assessment (January 2016).

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Education is one of the keys to overcoming poverty and the devastating effects it is having on Maryland’s youth. Because of this basic reason for the existence of Title I, Maryland seeks to reward all schools that are high achieving. Title I schools are identified because of the enormous challenge that poverty brings for families, students and schools

One of the most effective aspects of NCLB has been the increased attention to subgroups. In Maryland, the most frequently low-performing subgroup is the students with disabilities subgroup. This is, at times, due to their disability. The English Language Learner subgroup also struggles with low performance. For these students, the language barrier can affect their academic progress. Maryland remains concerned for the struggle of students in other cultural and racial subgroups. By requiring Reward schools to keep the achievement gap between “all students” and any lower performing subgroup at or below 10%, Maryland keeps the spotlight on students with disabilities, students with cultural and language barriers, and on other subgroups facing challenges. This allows schools, parents and advocates to have a clearer picture of performance and need.

Due to Maryland’s accountability freeze and transition to the PARCC assessments, Maryland will not have two consecutive years of data until SY 2016-2017. Therefore the plan to identify reward schools for the 2015-2016 school year differs from the method for identifying Reward schools for the 2016-2017 school year.

For the 2015-2016 school year, Title I schools will be designated a Highest Performing Reward School if the school ranks in the highest 10% of all Title I schools in the State and has a 10% or less gap between the highest performing subgroup and the lowest performing subgroup.

Beginning with school year 2016-2017, a Title I school will be designated a Highest

Performing Reward School if the school has met all AMOs in School Progress for “all students” and all subgroups for two consecutive years AND has a 10% or less gap between the performance of “all students” and that of any lower performing subgroup.

The second category of Reward schools will be designated as Highest Progress Reward Schools if a school has shown significant improvement in performance but may not have met all of their AMOs. These schools must have made at least a gain of 10 percentage points for “all students” and have a 10% or less gap between the performance of “all students” and that of any lower performing subgroup over a period of two consecutive years.

Since two years of data is not available for school year 2015-2016, Maryland will not identify Highest Progress Reward Schools. Maryland will resume identification of Highest Progress Reward Schools for school year 2016-2017. Identification procedures will be reviewed and revised as needed following the completion of the revised accountability model. This data is not available because Maryland field tested the PARCC Assessment in every school in the State in school year (SY) 2013-2014. Through the Accountability Determination Waiver that Maryland received from USDE, the majority of these schools did not double test students. Therefore, MSA data for 2013-2014 is not complete data and does not accurately represent progress of schools. In SY 2014-2015 all Maryland schools administered PARCC Assessments. This data will not be available until fall 2015 and will provide a baseline and first year data for future progress.

2.C.ii Provide the SEA’s list of reward schools in Table 2.

Schools identified for the 2015-2016 school year will be provided in the January 2016 amendment.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Maryland will recognize all ***Title I Highest Performing Reward Schools*** and the **Highest**

Progress Reward Schools by sending out a Maryland State Department of Education press release listing all schools in this category and actively promoting the announcement with Statewide media. The State will provide a Special Certificate of Recognition that applauds their accomplishment. Schools in this category will also be encouraged to celebrate their success and prominently display the certificate in a highly visible location in the school. The State will provide a template for local school systems and encourage them to release their own press announcement and work with their own local media to highlight their successful schools. Maryland will use recognition funds from Title I, Part A, when available, to award mini grants to schools that are designated as Highest Performing Reward Schools. All information will be prominently displayed on the MSDE website.

In addition to the State and local media recognition detailed above, **Highest Performing Reward Schools** will receive a Special Plaque of Recognition that applauds the accomplishment if the school remains a highest performing reward school for five consecutive years. Schools in this category will be encouraged to celebrate their success and display the plaque in a highly visible location in the school..

Representative schools in the **Highest Performing Reward Schools category** will be featured and afforded the opportunity to present their Best Practices at the annual Title I Administrative Meeting.

Additionally, all LEAs will be encouraged to identify strategies to recognize these schools within their LEAs in addition to the Statewide recognition.

The table below displays criteria for Reward Schools and their recognition.
See Appendix II-6 for the full ranking of the Reward Schools

Maryland Reward Schools 2013-2014 and beyond

Type	Definition for Identification for 2012-2013	Recognition
Highest Performing Reward Schools	Met all AMOs in School Progress for "all students" and all subgroups for two consecutive years AND has a 10% or less gap between the performance of "all students" and that of any lower performing subgroup AND the school is designated in Strand 1 or 2 for two consecutive years.	<ul style="list-style-type: none"> MSDE Press Release Promotion of Announcement with Statewide media Special Certificate of Recognition Template for LEA Recognition Prominent Display on MSDE Website All of the above Special Plaque of Recognition
Distinguished Highest Performing Reward Schools	Met requirements above AND school is in top 10% of Title I schools showing the most improvement in performance for the last five years on State Assessments.	<ul style="list-style-type: none"> All of the Above Recognition by the State Board and the Governor's Office at a State Board Meeting Visit from the State Superintendent & Other State Dignitaries Special Publication and Video of Best Practices Select Schools will be featured and offered an opportunity to present at the yearly Title I Administrative Meeting
Superlative Highest Performing Reward School	Met all requirements above AND improved its "All Students" performance by at least 10 percentage points in the last five years on State Assessments AND has 50% or more economically disadvantaged students.	
Highest Progress Reward Schools	School that made at least a gain of 10 percentage points in the last 5 years on State Assessments for "All Students" AND has a 10% or less gap between the performance of "All Students" and that of any performing subgroup (School does not have to have met all its AMOs in School Progress.)	<ul style="list-style-type: none"> MSDE Press Release Promotion of Announcement with Statewide media Special Certificate of Recognition Template for LEA Recognition Prominent Display on MSDE Website

Maryland Reward Schools 2015-2016 only

Type	Definition for Identification	Recognition
Highest Performing Reward Schools	Title I schools will be designated a Highest Performing Reward School if the school ranks in the highest 10% of all Title I schools in the state and has a 10% or less gap between the highest performing subgroup and the lowest performing subgroup.	<ul style="list-style-type: none"> • MSDE Press Release • Promotion of Announcement with Statewide Media • Special Certificate of Recognition • Prominent Display on MSDE Website • Possible Opportunity to Present at Annual Title I Administrative Meeting • Mini Grant awarded when funds are available
Highest Progress Reward Schools	Maryland will not identify Title I Highest Progress Reward Schools due to lack of multiple year data.	N/A

Maryland Reward Schools 2016-2017

Type	Definition for Identification	Recognition
Highest Performing Reward Schools	Highest Performing Reward School if the school ranks 10% or higher in performance of all Title I schools in the state and has a 10% or less gap between the highest performing subgroup and the lowest performing subgroup.	<ul style="list-style-type: none"> • MSDE Press Release • Promotion of Announcement with Statewide Media • Special Certificate of Recognition • Prominent Display on MSDE Website • Possible Opportunity to Present at Annual Title I Administrative Meeting <p>Note: Title I Schools that have remained on the Highest Performing Reward Schools' List for 5 Consecutive Years will be honored with a Special Plaque.</p>
Highest Progress Reward Schools	Highest Progress Reward Schools if a school has shown significant improvement in performance but may not have met all of their AMOs. These schools must have made at least a gain of 10 percentage points for "all students" and have a 10% or less gap between the performance of "all students" and that of any lower performing subgroup over a period of two consecutive years.	<ul style="list-style-type: none"> • MSDE Press Release • Promotion of Announcement with Statewide Media • Special Certificate of Recognition • Prominent Display on MSDE Website

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Maryland views Priority Schools as those schools with the most obvious need and challenge. These schools require interventions and support available through federal dollars. Priority Schools also require the LEA's commitment and resources. Maryland is coordinating efforts in a way that is unprecedented in recent times to make real differences in schools that have struggled for years under the challenges of low expectations and high poverty. Maryland continues to meet this challenge and believes that there is a structure in place with Title I 1003(g) School Improvement Grant (SIG) Schools that can be extended to the additional schools that will be identified as Priority Schools. Maryland will provide an updated list of Priority Schools no later than January 31, 2016, based on 2014-2015 data. Implementation of their comprehensive intervention plans will begin at the start of school year 2016-2017. Maryland's list will also contain any previously identified Priority and SIG schools that have not met the state exit criteria and may contain Title I high schools with graduation rates less than 60% over a number of years.

Definition of Priority Schools

Maryland will identify its total list of Priority Schools as: those Title I schools previously identified as Priority Schools that have not yet met exit criteria. Maryland, in order to reach the requisite number of Priority Schools, will identify Title I schools that are the five percent of the lowest-achieving of all Title I schools in the State based on both achievement and lack of progress in the "all students" group. Should Maryland not identify its requisite number of priority schools through the process above, Maryland may identify Title I high schools with a graduation rate of less than 60% over a number of years.

Since SY 2010-2011, Maryland has dedicated its Title I 1003(g) School Improvement Funds (SIG) to 16 Cohort I and Cohort II schools. Each of these schools implemented one of the four federally allowable SIG intervention models. In Maryland's 2012 Flexibility Waiver, the

State added five additional schools to the original list of 16 schools to meet the 5% requirement for Priority Schools. These schools were drawn from the same list that was generated for the selection of 2010 SIG schools. Since 2012, Maryland served 21 priority schools. To date, six of the 21 schools have closed, and no schools have exited priority status. During the 2014-2015 school year, Maryland is serving 15 Priority Schools and an additional three Cohort III SIG schools (not included on the Priority Schools list).

During SY 2014-2015 Maryland is serving 420 Title I schools across 24 LEAs. Five percent of 420 is 21. Maryland will identify 21 schools on or before January 31, 2016 to meet the requisite number of Priority Schools. Maryland will complete the chart below after the schools have been identified.

USDE Steps	State: Maryland	
	Category of Priority Schools	Number of Schools
Step 1	Total Number of Title I Schools SY 2014-2015	419
Step 2	Total Number of Priority Schools required to be identified- $419 \times .05 = 21.0$	21

2.D.ii Provide the SEA’s list of priority schools in Table 2.

Maryland will provide an updated list of priority schools based on school year 2014-2015 data no later than January 31, 2016 for implementation beginning no later than the 2016-2017 school year.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Maryland has further developed a comprehensive system of support for all of its low-achieving schools across the state. Sustained support to LEAs will be provided through The Breakthrough Center which has a positive track record of providing resources to low performing schools. The Breakthrough Center was created within MSDE to make it *easier* for LEAs with struggling schools and individual schools to navigate the complexities of the school improvement process, and to learn about and receive support and resources proven to improve teaching and learning—and sustain it. The Breakthrough Center aims to create communities of practice among various Divisions at the state level and through its cross-functional team, comprised of staff from the various Divisions. The cross-functional team meets

monthly to coordinate and deliver resources and support to improve both operational and instructional outcomes at the LEA and school levels.

Because Maryland places strong emphasis on building capacity at the LEA level, Maryland's Breakthrough Center staff will focus on providing support to any LEA that has schools identified as a low performing school including LEAs with Priority, SIG and Focus schools. This work will complement the work done in the school house so that turnaround is not just achieved, but sustained.

Since Maryland will not be identifying any Priority Schools that will exit priority status until after the start of the 2015-2016 school year, each LEA with Cohort I Priority Schools will be required to submit to MSDE, for approval, revisions of their existing intervention plans based on an updated needs assessment. These Cohort I Priority Schools implement one of the 4 SIG Models or the Maryland Turnaround Principles Model.

Elements of each model are described in the *FY2014 SIG Application* located on the federal website at: <http://www2.ed.gov/prgrams/sif/index.html>. Appendix III-2-B through H contains Maryland's proposed templates.

A menu of support options for all Maryland schools has been provided in Section 2. A. i. It is expected that LEAs will provide a higher level of technical assistance and support to Cohort I Priority Schools using additional resources provided by several federal grant programs such as, Title I, 1003(g), Title I 1003(a) and Title I, Part A. In addition to the Menu of Options described in Section 2. A. i, the following interventions and supports will be provided to all Cohort I Priority Schools beginning with SY 2015-2016.

LEA Supports:

- A. LEAs with Priority and SIG schools are required to establish a turnaround office with adequate staffing to coordinate the implementation of its schools' reform plans. The turnaround office will monitor the implementation of the individual school's plan and oversee the LEA's differentiated supports to each school.
- B. The LEA will create an organizational structure designed to support all Priority Schools. The LEA organizational structure must include the institution of an LEA Turnaround Executive Support Team (TEST) that is expected to meet a minimum of three times per year with MSDE's

Title I Office and representation from Maryland’s Breakthrough Center. The Turnaround Executive Support Team will oversee the implementation of the selected models in Priority and SIG schools and will have decision-making authority to oversee budget, staffing, policy modifications, partnerships, and data that drive the full implementation of the reform models to ensure greater student achievement in each of its Priority Schools. The TEST will ensure schools are receiving differentiated technical assistance in the areas where the schools’ performance results in the Core Value areas of achievement, growth, school and college and career readiness are deficient.

- C. The LEA will convene a Central Support Team (CST) to oversee the implementation of the select models and strategies that the LEA will implement in their Priority Schools. The team will coordinate support, as well as, monitor and assess progress of each Priority School. The CST is charged with the coordination of differentiated support for principals, teachers and staff in each Priority School. The CST will meet monthly with MSDE’s Title I Office and representation from Maryland’s Breakthrough Center to discuss progress, data and other coordinated and differentiated support provided by the LEA and MSDE. Over-site and management structures of support to Priority Schools must be approved by MSDE.
- D. The LEA and the Priority Schools will set expectations for student performance. The LEA and school will compile and analyze data on a quarterly basis. Quarterly data will be discussed during TEST, CST and school team meetings each quarter.
- E. Priority Schools will implement organizational structures that will allow collaborative planning among teachers on at least a weekly basis. Teachers in Priority Schools must have collaborative planning time built into their schedules for a minimum of 45 consecutive minutes each week.
- F. Priority Schools and the LEA may engage outside partners to support the school in areas such as: data analysis, attendance, instruction, discipline, and parent engagement. Partners may include institutions of higher education, Education Management Organizations (EMOs), Charter Management Organizations (CMOs), non-profits, and USDE approved strategy developers or others approved by MSDE.

MSDE Supports

- A. MSDE will provide guidance and technical assistance to LEAs as they set goals aligned to Maryland’s Core Values and provide technical assistance aligned to improving metric data that

schools and LEAs will be responsible for reporting to the State. The LEA and schools will submit quarterly reports on leading indicators and other MSDE determined measures of progress to MSDE.

- B. MSDE will provide “ priority access” to the State’s general options of support including: state developed newsletters, webinars, online and in-person professional learning and professional training opportunities, and early childhood resources, which are available to all schools in the state.
- C. MSDE will provide grants to support Priority Schools using Federal Title I, Part A, Title I 1003(g), and Title I, 1003(a) funding sources.
- D. MSDE’s Title I office and Breakthrough Center staff will participate as active members on the LEA Turnaround Executive Support Team and Central Support Team.
- E. MSDE’s Title I office will continuously monitor Priority Schools to ensure interventions are in place and the LEA is providing fiscal and programmatic support to each school.
- F. Subject to funding, MSDE will apply the principles of Implementation Science (beginning in SY 2015-2016) to help LEAs with Priority Schools implement, sustain, and scale-up evidence-based strategies. MSDE will use Implementation Science as a process to ensure schools fully plan and implement their Priority School intervention plans. Implementation Science will better ensure fidelity of implementation of the models selected by each Priority School. MSDE will provide annual Implementation Science training for all appropriate staff in the SEA, LEA, as well as school leadership teams in or working with Priority Schools. Training will occur through an annual convening of schools’ leadership teams and central office staff along with ongoing support throughout the year. The convening will also be a venue to present a full showcase of available MSDE resources. Note: To fund this initiative, Maryland is planning to request permission from local superintendents in LEAs with Priority and Focus Schools across the state to allow it to hold back 10% of the school improvement funds under Title I 1003(a). A Request for Funds notice was delivered to all LEA Superintendents with Priority and Focus Schools in March 2015. Note: Maryland may only serve schools and LEAs that are designated Priority, Focus or Approaching Targets schools with Title I, 1003(a) school improvement funds.
- G. Subject to funding, MSDE will provide Contractual SEA State Turnaround Coaches to Priority Schools. The State Turnaround Coach will provide additional support to ensure effective and efficient implementation of the intervention models in each of the Priority Schools. The Coach works to build LEA relationships necessary for the collaborative work necessary for school reform. Note: To fund this initiative, Maryland is planning to request permission from local superintendents in LEAs with Priority and Focus Schools across the state to allow it to hold back 10% of the school improvement funds under Title I 1003(a). A Request for Funds notice was delivered to all LEA Superintendents with Priority and

Focus Schools in March 2015. Note: Maryland may only serve schools and LEAs that are designated Priority, Focus or Approaching Targets schools with Title I, 1003(a) school improvement funds.

- H. Maryland will allow Cohort I Priority schools that do not receive SIG funds to apply for Title I 1003(a) funds in SY 2015-2016 only. Because the U.S. Department of Education (USED) is allowing states administering new college and career-ready aligned assessments in the 2014-2015 school year to not assign schools new ratings based on those assessments for the SY 2015-2016. Maryland will have 1003(a) funds available because Maryland will not identify Title I schools (Approaching Targets Schools) that have not met their annual measurable objectives (AMO) in SY 2014-2015 because AMOs will not be set until January 2016 (based on 2014-2015 assessment). If these Title I 1003(a) funds are not sufficient, MSDE expects the LEA to set aside up to 20% of its Title I, Part A allocation (formally used as set aside funds for Supplemental Education Services (SES) and Parental Choice) to provide between \$50,000 and \$2 million per school per year for the next three years in order to implement the chosen intervention.
- I. Maryland's RTTT Early Childhood grant will include an Early Childhood Breakthrough Center. The Early Childhood Breakthrough Center is an internal MSDE operation dedicated to coordinating, brokering, and delivering support to early learning and development programs located in low-income neighborhoods across Maryland. It aims to maximize the State's comparative advantage by partnering with regional Child Care Resource Centers (CCRC) to determine needs and necessary supports; identify, target, and maximize resources from education, business, government, and research agencies; and to create access to these resources for early learning and development programs with large numbers of children with high needs. More information can be found at <http://marylandpublicschools.org/NR/exeres/DAD6D845-93F5-4EB6-9AD6-6EB1CB7B7A8A,frameless.htm>

Priority Schools that Fail to Exit Priority Status after Three Years (Beginning SY 2016-2017)

Maryland recognizes the need for increased rigor for Priority Schools that fail to exit "priority status" after three years of program implementation. Because the U.S. Department of Education (USDE) is allowing states administering new college and career-ready aligned assessments in the 2014-2015 school year to not assign schools new ratings based on the 2014-2015 assessments for the SY 2015-2016, Maryland will continue to allow identified Priority Schools to implement their approved plans.

The assessments administered in 2015-2016 will inform the school ratings for SY 2016-2017.

Beginning with SY 2016-2017, MSDE will require each of these schools to select new models or significantly modify intervention plans currently in place. Each plan will be submitted to MSDE for approval. Increased rigor will be insured by requiring each school plan to:

- a. Update their needs assessment
- b. Change or modify the intervention model to one of the seven USDE approved SIG models
- c. Address at a minimum, and in a comprehensive and coordinated manner, each of the following:
 1. Providing strong leadership
 2. Ensuring teachers are effective and able to improve instruction
 3. Strengthening the instructional program (including professional development)
 4. Using data to inform instruction for continuous improvement
 5. Increasing learning time for student learning
 6. Establishing a school environment that improves school safety and discipline to increase student achievement (including: attend quarterly regional meetings with the SEA Student Services Team to support strategies that address student and staff culture and climate and student non-academic supports)
 7. Providing ongoing means for increasing family and community engagement including a dedicated parent liaison for each Priority school to coordinate Family and Community Engagement activities

Additional LEA Support to Schools that Fail to Exit Priority Status after Three Years:

The LEA, in partnership with the school, will identify an outside partner to support the school in areas such as: data analysis, attendance, instruction, etc. Partners can include institutions of higher education, EMOs, CMOs, non-profits, and SEA approved strategy developers or others approved by MSDE.

Additional MSDE Support to Schools that Fail to Exit Priority Status after Three Years:

In addition to support described in section 2.D.iii. MSDE's Title I office will meet with school leadership teams two times per year to discuss successes and barriers related to the intervention plan.

Financial Resources:

Beginning in SY 2016-2017 all LEAs with Priority Schools that do not receive SIG funds will be required to set aside up to 20% of its Title I, Part A allocation to implement intervention in these schools as Title I, 1003(a) funds will be used to support Focus and Approaching Targets schools.

Maryland will seek permission from LEAs with Priority and Focus Schools to hold back 10% of the Title I 1003(a) funding to provide direct support to Priority and Focus schools in the form of annual convenings, meetings, and contractual turnaround coaches for priority schools that have not exited after 3 years. Note: Maryland may only serve schools and LEAs that are designated Priority, Focus or Approaching Targets schools with Title I, 1003(a) school improvement funds.

Monitoring:

MSDE will monitor each Priority school at least three times per academic year. Monitoring will be in the form of a self-assessment report detailing progress each school is making on implementation of their intervention plan. School visits will occur in early fall and mid-spring; programmatic and fiscal monitoring of the LEA/school will occur in mid-winter. MSDE will require each LEA to submit quarterly data reports on student achievement and student culture and climate indicators as well as monthly financial reports.

Schools that have not exited “priority status” after three years will receive visits from the Title I office two times per year to discuss successes and barriers related to the intervention plan.

Maryland understands that under ESEA section 9401(a)(5), the U.S. Secretary of Education may not waive any statutory or regulatory requirement related to the equitable participation of private school students, teachers, and families. As such, Maryland has and will continue to expect LEAs to engage in timely and meaningful consultation before making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel, if applicable, to participate in the programs affected by the transfer of funds, and provide private school students and teachers equitable services under the program to which the funds are transferred (if applicable) based on the total amount of funds available to each program after the transfer. Maryland consulted with private school stakeholders on February 7, 2012. Maryland will continue to have representation from non-public schools on the Title I Committee of Practitioners and will continue to work with the Superintendent’s

Non-public Workgroup.

Should an LEA transfer funds from Title II, Part A, Section 9501 (b)(3)(B) the LEA is required to provide, at a minimum, equitable services to private school teachers based on an amount of the LEA's allocation under Title II, Part A, that is not less than the aggregate amount of FY2001 funds that an LEA used for professional development under the Eisenhower and Class Size Reduction Program.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Maryland is currently serving three Cohort III SIG schools. Maryland will submit its 2014 SIG application in April 2015 requesting to carryover 2014 SIG funds to FY 2015 because the State will not have state assessment data for SY 2014-2015 before January, 2016. The U.S. Department of Education (USED) is allowing states administering new college and career ready aligned assessments in the 2014-2015 school year to not assign schools new ratings based on those assessments for the SY 2015-2016. Maryland expects the LEAs with Priority schools that have not exited priority school status to review their current plan and focus on areas where barriers have impeded success. Schools identified in January 2016 will be expected to modify or change their intervention for implementation beginning with SY 2016-2017. The Table below describes the process and timeline for both the non- exiting Priority Schools and the newly identified Priority Schools.

Maryland's Timeline for Priority School Implementation of Meaningful Interventions

Spring 2015	Maryland's ESEA Flexibility Renewal Plan approval process
June 2015-August 2015	Technical Assistance Meetings for LEAs with Cohort I Priority and Focus Schools will be held. Ongoing TA by SEA for plan approval.
June 2015-August 15, 2015	LEA Cohort I Priority Schools will update their needs assessments and revise their existing plans. Each plan will be submitted to MSDE for approval.
August 30, 2015	Cohort I Priority Schools begin implementation of revised intervention plans.
September 2015-June 2016	Partnership Meetings held monthly between MSDE and each LEA Central Support Team
September 2015-June 2016	Partnership Meeting held three times per year with MSDE and

	<p>TEST for each LEA with Priority Schools.</p> <p>November 2015</p> <p>February 2016</p> <p>May 2016</p>
September 2015-June 2016	<p>MSDE will monitor each Priority school at least three times per academic year.</p> <ul style="list-style-type: none"> • Periodic monitoring will be in the form of a self - assessment report detailing progress each school is making on implementation of their intervention plan. • School visits will occur in early fall and mid-spring, • Programmatic and fiscal monitoring of the LEA/school will occur in mid-winter. • MSDE will require each LEA to submit quarterly data reports on student achievement and student culture and climate indicators as well as monthly financial reports.
January 30, 2016	MSDE will submit to USDE list of new Priority Schools based on 2015 data.
February 2016	Technical Assistance Meetings for LEAs with newly identified Priority Schools will be held. Ongoing TA by SEA for plan approval.
Spring 2016	MSDE Technical Assistance and Training Convening for all Priority Schools
February 1, 2016-June 30, 2016	<p>New or Newly identified schools will select one of the seven SIG models and complete intervention plans. Each plan will be submitted to MSDE for approval.</p> <p>Intervention Plans will developed by schools and LEAs:</p> <ol style="list-style-type: none"> 1. New or newly identified Priority Schools conduct needs assessment and complete one of seven approved Priority Schools Intervention Templates (approved SIG models) 2. New Priority Schools develop budgets, hire consultants, engage families and community, schedule professional development, etc. 3. Priority Schools that do not exit priority status will begin to significantly modify, with greater rigor, existing intervention plans or select new intervention models. <p>Draft 1 due: TBD Draft 2 due: TBD Final Submission due: May 30, 2016</p>
July 1, 2016- June 30, 2017	Full Implementation of newly approved Priority School Implementation plans.
July 1, 2016- June 30, 2017 and annually thereafter	<p>MSDE onsite monitoring of the approved Priority School Implementation Plan</p> <p>September/October 2016</p> <p>February/March 2017</p> <p>May/June 2017</p>

July 1, 2015 and annually thereafter .	MSDE and LEA review of Performance Data and revise plans based on data for all priority and focus schools (new and continuing)

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

The sustained support to Priority Schools is designed to fundamentally alter their current direction or performance. Because of this and the discussion in Section 2.A.i., a Priority School will exit Priority status when it demonstrates that it is making significant progress in improving student achievement on the State Assessment. In order to exit priority status, a Priority school must not be among the lowest 5% of Title I schools or Title I eligible schools in the State based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part of Maryland’s differentiated recognition, accountability, and support system and must demonstrate progress in the “all students” group . A school may also exit priority status if it is no longer a Title I school. Maryland is currently redesigning its Accountability model and plans to revisit the exit criteria when the new model is complete and data is available. Maryland will resume implementing exit criteria that require sustained improvement over time once the new accountability system is developed and at least two years of data is available. Maryland will revisit these criteria as needed in the January 2016 amendment. Maryland also received flexibility from accountability determination for school year 2013-2014 and 2014-2015 because Maryland schools piloted the PARCC test. Due to this waiver, Maryland does not have consistent trend data to use to exit schools for 2015-2016. Should Maryland identify Title I high schools or Title I eligible high schools in the future, an additional exit component would include a graduation rate of 70% or above for two consecutive years. .

Maryland will continue to implement a process to provide direct support to LEAs with Priority schools, SIG Schools, and Focus schools. Maryland’s position is to work with the LEA on a regular basis to insure there is improvement in these lowest performing schools. This process includes monthly internal MSDE meetings coordinated by the Breakthrough Center. One key feature of the Breakthrough Center calls for MSDE to convene a cross functional team comprised of experts within the Department from Title I and the Divisions of Curriculum,

Assessment, and Accountability, Student, Family and School Support, Career and Technology Education, Academic Policy and Innovation, and Special Education/Early Intervention . The cross functional team is charged identifying support for LEAs by leveraging resources to provide the services in the areas of academics, scheduling, safe schools, leadership, data and professional development among others. The cross functional team meets monthly. MSDE staff will continue to meet monthly with the LEA Central Support Team (CST) and LEA Turnaround Executive Support Team (TEST) offices to discuss progress, barriers, services and interventions for each Priority and SIG school. LEAs will continue to be required to submit quarterly data to MSDE and will submit monthly fiscal reports beginning with SY2015-2016. MSDE will also require the discussion of data on a quarterly basis with the CST and TEST in each LEA.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Focus schools are schools that usually do not require a school-wide, systemic change but rather need to focus on the services to only one subgroup or the lowest performing students in the school. The U.S. Department of Education (USDE) is allowing states administering new college and career ready aligned assessments in the 2014-2015 school year to not assign schools new ratings based on those assessments for the SY 2015-2016. Maryland will continue to allow identified Focus Schools to implement appropriate interventions based on that continued status. Maryland will provide an updated list of Focus Schools no later than January 31, 2016, for implementation beginning in the 2016-2017.

Definition of Focus Schools

Maryland will identify its Focus Schools as those Title I schools previously identified as Focus Schools that have not yet met exit criteria after three years and, in order to reach the requisite number of Focus Schools will identify Title I schools that have the largest within-

school gaps between the highest-achieving subgroup or subgroups and the lowest achieving subgroup or subgroups or, at the high school level has the largest within-school gaps in graduation rates

Or

A Title I high school with a graduation rate less than 60% over a number of years that is not identified as a priority school.

Maryland will provide further clarification in the January 31, 2016 amendment.

Since SY 2010-2011 Maryland has dedicated its Title I 1003(a) School Improvement Funds to 42 Focus Schools. Each of these schools developed intervention plans to address their gap. During the 2015-2016 school year, Maryland will serve 41 Focus Schools due to the impending closure of one identified school.

2.E.ii Provide the SEA's list of focus schools in Table 2.

Maryland will provide an updated list of focus schools based on school year 2014-2015 data no later than January 31, 2016 for implementation beginning no later than the 2016-2017 school year.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Requirements for LEAs with Focus Schools

In Maryland, each LEA with Focus Schools will be required to submit to MSDE an approvable application in order to receive Title I 1003(a) school improvement funds. The application will contain the LEA's plans for working with all its Focus Schools and each school's interventions to address the identified needs.

A menu of support options for all Maryland schools has been provided in Section 2. A. i. It is expected that LEAs will provide strategically focused technical assistance and support to Focus Schools using additional resources provided by several federal grant programs, such as, Title I 1003(a) and Title I, Part A. In addition to the Menu of Options described in Section 2. A. i, the following interventions and supports will be provided to all Focus Schools beginning with SY 2016-2017.

LEA Supports

- A. The LEA will create an organizational structure designed to support its Focus Schools. The LEA will convene a Focus School Support Team (FSST) to oversee the implementation of the selected interventions in the Focus Schools, as well as the LEA level support provided to Focus Schools. The FSST will ensure technical assistance to Focus Schools as they develop their intervention plans. The team will coordinate the support, monitor and assess the progress of each Focus School. In addition, the FSST will assist in the facilitation and coordination of differentiated supports for principals and teachers in each Focus School. Representatives from the Title I office, as well as representatives from other offices, as appropriate (Special Education, ELL etc.), will be included on the FSST. The FSST will meet periodically with MSDE to discuss progress, school data and the coordinated and differentiated support provided to Focus Schools. LEA over-site and management structures will be described and approved by MSDE through the Focus School 1003(a) application.

MSDE Supports

- A. MSDE will provide guidance and technical assistance to LEAs as they set goals aligned to Maryland's Core Values and provide technical assistance aligned to improving metric

data that schools and LEAs will be responsible for reporting to the State. The LEA and schools will submit midterm and final reports on leading indicators and other measures of progress to the MSDE.

- B. MSDE will provide “ priority access” to the State’s general options of support including: state developed newsletters, webinars, online and in-person professional learning and professional training opportunities, and early childhood resources, which are available to all schools in the state.
- C. MSDE will provide grants to support Focus Schools using Federal Title I, Part A, and Title I, 1003(a) funding sources.
- D. MSDE’s Title I office will continuously monitor LEAs with Focus Schools to ensure interventions are in place and the LEA is providing fiscal and programmatic support to each school.
- E. MSDE’s Title I Focus Schools Lead Specialist will attend and participate as an active member on the LEA Turnaround Executive Support Team and Central Support Team.
- F. Subject to funding, MSDE will apply the principles of Implementation Science (beginning in SY 2015-2016) to help LEAs with Focus Schools implement, sustain, and scale-up evidence-based strategies. MSDE will use Implementation Science as a process to ensure schools fully plan and implement their Focus School intervention plans. Implementation Science will better ensure fidelity of implementation of strategies selected by each Focus School. MSDE will provide annual Implementation Science training for all appropriate staff in the SEA, LEA, as well as school leadership teams in or working with Focus Schools. Training will occur through an annual convening of schools’ leadership teams and central office staff along with ongoing support throughout the year. The convening will also be a venue to present a full showcase of available MSDE resources. Note: To fund this initiative, Maryland is planning to request permission from local superintendents with Priority and Focus Schools across the state to allow it to hold back 10% of the school improvement funds under Title I 1003(a). A Request for Funds notice was delivered to all LEA Superintendents with Priority and Focus Schools in March 2015. Note: Maryland may only serve schools and LEAs that are designated Priority, Focus or Approaching Targets schools with Title I, 1003(a) school improvement funds.
- G. Maryland places strong emphasis on building capacity at the LEA level, Maryland’s

Breakthrough Center staff will focus on providing support to any LEA that has schools identified as a low performing school including LEAs with Priority, SIG and Focus schools. This work will complement the work done in the school house so that turnaround is not just achieved, but sustained.

Focus Schools that Fail to Exit Priority Status after three Years (Beginning SY 2016-2017)

Maryland recognizes the need for increased rigor for Focus Schools that fail to exit “Focus School status” after three years of interventions. Since the U.S. Department of Education (USED) is allowing states administering new college and career ready aligned assessments in the 2014-2015 school year to not assign schools new ratings based on the 2014-2015 assessment for the SY 2015-2016, Maryland will continue to allow identified Focus Schools to implement their approved plans.

Beginning with SY 2016-2017, MSDE will require each of these schools to increase rigor by:

- a. Updating their needs assessment
- b. Change the intervention strategies to address the identified gap

Additional LEA Support to Schools that Fail to Exit Focus School Status After Three Years:

The LEA, in partnership with the school, will identify an outside partner to support the school in areas such as: data analysis, attendance, instruction, etc. Partners can include institutions of higher education, EMOs, CMOs, non-profits, and SEA approved strategy developers or others approved by MSDE.

Requirements for Focus Schools Title I 1003(a) Application

Each school receiving funds under 1003(a) must complete a needs assessment and root cause analysis. Schools will summarize the results of the data analysis, including the data sources, used to identify the root causes for the gap. From the needs assessment and root cause analysis, the school will need to identify strategies that address the root cause(s).

Strategies may include, but are not limited to:

- Providing tiered interventions strategically designed to address the needs of the lowest-performing students;
- Allocating staff, such as increased use of “interventionists” who have been trained in

the core curriculum, differentiation and acceleration;

- Creating and implementing multiple, collaborative structures for the ongoing collection and analysis of data, and providing professional development around the use of data;
- Facilitating collaborative planning combined with an extensive teaming structure that brings together teachers of students with disabilities and English Learners with regular education teachers;
- Providing ongoing differentiated coaching, to individual teachers which is informed by classroom observations, student assessments, and teacher need;
- Facilitating Professional Learning Communities (PLCs) that discuss/research meeting the needs of the lowest-achieving students; and/or
- Providing activities that focus on assisting parents of students with disabilities, English Learners, or the lowest-performing students to help their children to be successful in schools.

Financial Resources:

MSDE currently distributes Title I, 1003(a) school improvement dollars to all Focus Schools. To apply for these funds a school or LEA must complete an application, approved by MSDE that includes the following components: needs assessment, root cause analysis, identification of strategies and/or interventions to address the identified need. Maryland proposes to continue this process for identifying the needs in Focus Schools and for ensuring that these schools have a viable plan for improvement. MSDE will use Title I, 1003(a) funds (Appendix 2.D) to support Focus School interventions.

In its original Flex application, Maryland used Title I, 1003(a) funds to provide base funding of \$30,000 + (enrollment x \$50.00 PPA) for each Focus School. These funds, coupled with the schools' regular Title I, Part A allocations provided more than adequate resources to address the schools' individual needs. Because the allocation was based on enrollment rather than need, many schools and LEAs articulated that they had more funds than they actually needed to support their focus schools. In response to this feedback, Maryland will allocate 1003(a) funds based on individual school needs. Grant funding will range from \$30,000 to \$120,000 per school per year. Schools and LEAs will continue to apply for 1003(a) funds through the application process. Funds will be allocated to each school based on the amount

requested by the LEA/school in the application and supported by the needs assessment and the root cause analysis.

Monitoring

MSDE will monitor each LEA with one or more Focus Schools at least one time per academic year. Monitoring will be a combination of desk and onsite reviews to ensure fiscal and programmatic compliance and to review progress in meeting Maryland’s Core Values targets. In addition randomly selected Focus Schools will be visited each year by a MSDE cross-divisional team member or team. MSDE will require each LEA to submit quarterly Title I 1003(a) financial reports for each school. Each school will be required to complete a self-assessment of progress and report achievement data (using local assessment data) at least once during the academic year.

Maryland’s Timeline for Focus School Implementation of Meaningful Interventions

Spring 2015	Maryland’s ESEA Flexibility Renewal Plan Approval Process
June 2015-August 2015	Technical Assistance Meetings for all LEAs with Focus Schools to assist with application preparation.
June 2015-August 15, 2015	LEAs with Focus Schools will select or revise their intervention strategies to address the identified gap. These interventions will be included in their Title I 1003(a) applications. Each application will be submitted to MSDE for approval.
Fall 2015	Upon approval, all Focus Schools begin implementation of their interventions.
October 2015-June 2016	<u>Monitoring</u> MSDE will monitor each LEA with one or more Focus schools at least one time per academic year.
January 2016	Maryland will submit to USDE the new list of Cohort II Focus schools.
February 2016	Technical Assistance Meetings for LEAs with new or non-exited Focus schools will be held. Ongoing TA by SEA for application approval.
Spring 2016	MSDE provides Technical Assistance/ Convening for all Focus Schools. (Subject to Funding)

June-August 2016	Newly identified Focus Schools will begin process of identifying root causes, selecting interventions and completing an application for 1003(a) funds. Each application will be submitted to MSDE for approval. Non-exited Focus School will revise their selected interventions to meet more rigorous requirements
Summer 2016	All Focus Schools 1003(a) applications due to MSDE for approval.
July 1, 2016- June 30, 2017	Upon approval, full implementation of approved Focus School interventions.
October 1,, 2016- June 30, 2017	MSDE Monitoring of the Approved Focus School interventions
Summer, annually.	LEAs revise interventions based on performance data for all Focus Schools.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

The support to Focus Schools is designed to address poor performance in targeted subgroups. Because of this and the discussion in Section 2.A.i., a Focus School will exit Focus status when it (1) no longer has the largest within-school gaps between the highest achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups; (2) demonstrates that it is making progress in improving student achievement on the State Assessment in the area(s) that caused that status originally; and (3) must no longer be in the top 10% of schools with a gap. Rather than create a broad goal of just “making progress”, the gap must in fact be reduced to exit Focus status.

Title I high schools with a graduation rate of <60% will exit Focus status following the aforementioned criteria and would have to have a graduation rate of 70% or above for two (2) or more consecutive years. If a school is no longer a Title I school it would also be exited from Focus School status.

Maryland is currently redesigning its Accountability model and plans to revisit the exit criteria when the new model is complete and data is available. Maryland will resume implementing exit criteria that require sustained improvement over time once the new accountability system is developed and at least two years of data is available. Maryland will revisit these criteria as needed in the January 2016 amendment.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA’s list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Maryland assures it will provide an updated list of priority, focus and reward schools based on school year 2014-2015 data no later than January 31, 2016 for implementation beginning no later than the 2016-2017 school year.

Below is a list of Priority and Focus Schools that have not exited Priority or Focus Status after 3 years and will be required to implement more rigorous interventions as described in sections 2.D.iii and 2.E.iii.

LEA Name	School Name	School NCES ID #	Priority School	Focus School
Anne Arundel	Georgetown East ES	240006000073		F
Baltimore City	Augusta Fells Savage Institute Of Visual Arts	240009001387	E	
	Baltimore Civitas	240009001666	Closed	
	Baltimore Freedom Academy	240009001560	Closed	
	Baltimore IT Academy	240009000174	E	
	Baltimore Rising Star Academy	240009001664	Closed	
	Booker T. Washington MS	240009000160	E	
	Calverton Elem/ MS	240009000164	E	
	Cherry Hill ES/MS	240009000171	E	
	Commodore John Rogers	240009000180	E	
	Dallas F. Nicholas Sr. Elementary			F
	Francis Scott Key ES/MS	240009000205		F
	Frederick Douglass High	240009000209	E	
	Garrison MS	240009000228	Closed	
	Glenmount ES/MS	240009000222		F
	Graceland Park/O’Donnel Heights	240009000224		F

	ES			
	Hampstead Hill Academy	240009000234		F
	Hazelwood ES/MS	240009000241		F
	Highlandtown ES #215	240009000243		F
	Langston Hughes ES	240009000266		Closing 2015-16
	Margaret Brent ES	240009000276		F
	Benjamin Franklin High School @ Masonville Cove	240009000157	E	
	Moravia Park	240009000282		F
	Northeast MS	240009000289		F
	Patapsco ES/MS	240009000296	Closed	
	Robert W. Coleman	240009000303		F
	Southwest Baltimore Charter School	240009001527		F
	Steuart Hill Academic Academy	240009000319	C	
	William C. March MS	240051001568	Closed	
	Featherbed Lane ES	240012000385		F
	Riverview Elementary	240012000464		F
	Sandy Plains ES	240012000470		F
	Winfield ES	240012000498		F
Carroll	Robert Moton ES	240021000544		F
Charles	C. Paul Barnhart ES	240027000380		F
	Dr. Samuel A. Mudd ES	240027000585		F
	Mt Hope/Nanjemoj ES	240027001492		F
Dorchester	Choptank ES	240030000841		F
Harford	William Paca/Old Post Road ES	240039000716		F
Howard	Bryant Woods ES	240042000720		F
	Guilford ES	240042000733		F
	Laurel Woods ES	240042000761		F
	Swansfield ES	240042000755		F
Kent	Kent County MS	240045000766		F
Montgomery	Brookhaven ES	240048000789		F
	Kemp Mill ES	240048000858		F

	Andrew Jackson Academy	240051001683		F
	Benjamin Stoddert MS	240051001464	E	
	Carrollton ES	240051001000		F
	Charles Carroll MS	240051001004		F
	Drew Freeman MS	240051001034	E	
	G. James Gholson MS	240051001211	E	
	Gaywood ES	240051001041		F
	Oxon Hill MS	240051001471	E	
	Thomas Johnson MS	240051001175	E	
	Thurgood Marshall MS	240051001465	E	
	William Wirt MS	240051001186		F
St. Mary's	George Washington Carver ES	240060001483		F
	Park Hall ES	240060001234		F
Talbot	Easton ES	240063001244		F
Washington	Eastern ES	240066000418		F
Wicomico	Prince Street School	240069001314		F

Total # of Reward Schools: N/A

Total # of non-exited Focus Schools 40

Total # of non-exited Priority Schools: 16

Key

Reward School Criteria:

- A. Highest-performing school (See definition below)
- B. High-progress school (See definition below)

Highest Performing Title I Reward Schools- A (4)

- 1. Title I School making AYP or AMOs for the "all students" group and all subgroups
- 2. Highest absolute performance over 2 years for the " all students" group and for all subgroups
- 3. If applicable be among Title I high schools with graduation rates greater than 60%
- 4. Not have significant achievement gaps across subgroups that are not closing

Distinguished Highest Performing Title I Reward Schools - A*(10)

- 1. Title I School making AYP or AMOs for the "all students" group and all subgroups
- 2. Highest absolute performance over 2 years for the " all students" group and for all subgroups
- 3. If applicable be among Title I high schools with graduation rates greater than 60%
- 4. Not have significant achievement gaps across subgroups that are not closing
- 5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates.

Superlative Highest Performing Title I Reward Schools -A (8)**

- 1. Title I School making AYP or AMOs for the "all students" group and all subgroups
- 2. Highest absolute performance over 2 years for the " all students" group and for all subgroups
- 3. If applicable be among Title I high schools with graduation rates greater than 60%
- 4. Not have significant achievement gaps across subgroups that are not closing
- 5. Be among the top ten percent of Title I schools in the State in improving the performance of the "all students" group by at least 18 percentage points* over 5 years or be among the Title I high schools in the state making the most progress in increasing graduation rates.
- 6. Have a FARMs rate of 50% or higher.

High Progress Title I Schools-B (8)

- 1. Title I school among the top 10% of Title I schools in the State in improving the performance of the "all students" group over 5 years.
 - 2. A Title I high school making the most progress in increasing graduation rates.
 - 3. No significant achievement gaps across subgroups that are not closing.
- Note: In Maryland, Increased gap closure by 18% points* or more

Priority School Criteria:

- C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group
- D-1. Title I-participating high school with graduation rate less than 60% over a number of years
- D-2. Title I-eligible high school with graduation rate less than 60% over a number of years
- E. Tier I or Tier II SIG school implementing a school intervention model

Focus School Criteria:

- F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate
- G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
- H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

*The 18 percentage points for gap closure was amended for the 2013-2014 school year to 10 percentage points and will remain at 10 percentage points moving forward.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

- 2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Maryland has a long history of support to low-performing schools. This application allows LEAs and schools to focus fiscal and human capital support to fewer schools with more emphasis. Maryland and its 24 schools systems rely on close communications, shared vision planning, responsible allocation of resources, and an enormous pool of talented educators that are dedicated to constant, sustained improvement. Maryland will annually assess school and student performance using Annual Measurable Objectives as described in Option A and Maryland's revised accountability system.

Since approval of Maryland's flexibility plan, Maryland has provided Title I 1003(a) funds to LEAs to support Title I schools that have not made their AMOs in all subgroups (Approaching Targets schools). Since Maryland will not have set AMOs until January 2016, MSDE will not be able to determine if a Title I school has met the AMOs until that data become available.

Consequently, Maryland will allow the current list of Approaching Target Schools to extend the use of their current Title I 1003(a) funds until June 2016 because the new list of schools will not be identified until mid SY 2015-2016. Maryland's new list of Approaching Targets schools will be generated by July 30, 2016 for implementation of interventions beginning no later than October of the 2016-2017 school year.

Requirements for LEAs with Approaching Targets Schools

Beginning with school year 2016-2017 the list of schools will be generated annually based on performance on AMOs (Maryland's Core Value targets) by subject area and individual ESEA subgroups including the "all students" category. Title I high schools will also be designated an Approaching Targets School if it does not meet its graduation rate targets. LEAs will have continued financial support for these schools through Title I 1003(a) school improvement funds for their Approaching Targets Schools. Maryland believes that these funds, coupled with the

schools' regular Title I, Part A allocations will provide adequate resources to address the schools' needs. Maryland guarantees it will ensure that Priority and Focus Schools have sufficient funds to operate intervention plans before any 1003(a) funds are distributed to Approaching Targets Schools.

Each LEA receiving funds under Title I,1003(a) must complete a needs assessment. LEAs will summarize the results of the data analysis, including the data sources, used to identify the priority need(s). Both MSDE and the LEA will provide technical assistance in developing and implementing the appropriate strategies which may include:

1. Instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies;
2. Research-based strategies to change instructional practice in order to address the academic achievement challenges that led to the school not making their AMO(s). Strategies may include data retreats, professional learning communities, tiered and/or differentiated instruction.
3. Partnerships among external entities to obtain technical assistance, professional development, and management advice.
4. Implement other strategies determined by the LEA.

LEA Supports:

- A. The LEA will create an organizational structure designed to support its Approaching Target Schools.
- B. The LEA will provide technical assistance to Title I schools that have not met the AMOs, have large gaps in achievement, or have not met their graduation targets as they develop and implement their school improvement plans.
- C. The LEA will be responsible for onsite monitoring of all Approaching Target Schools and will be required to demonstrate to MSDE that the use of funds addresses the articulated need, is reasonable, necessary, allowable, and occurs within the grant period.

MSDE Supports

- A. MSDE will provide guidance and technical assistance to LEAs as they set goals aligned to Maryland's Core Values and provide technical assistance aligned to improving metric

data that schools and LEAs will be responsible for reporting to the State. The LEA and schools will submit midterm and final reports on leading indicators and other measures of progress to MSDE.

- B. MSDE will provide access to the State’s general options of support including: state developed newsletters, webinars, online and in-person professional learning and professional training opportunities, and early childhood resources, which are available to all schools in the state.
- C. MSDE’s Title I Office will be available to provide technical support and will annually monitor fiscal and programmatic aspects associated with the use of 1003(a) funds by the LEA in Approaching Targets Schools.

Financial Resources:

Maryland plans to continue to use 1003(a) School Improvement funds to help Title I schools that are not Focus or Priority schools but which require intervention based on the failure to meet AMOs in any subgroup. Beginning in school year 2016-2017, Maryland will allocate 1003(a) funds on a needs basis. Schools and LEAs will continue to apply for 1003(a) funds through the application process. Funds will be allocated to each LEA based on the amount requested by the LEA in the application and subject to available funds. Maryland is requesting Waiver # 13 to support our plan for Approaching Targets Schools.

Monitoring

Maryland will monitor LEAs annually (onsite and/or desk) and randomly select a sample of schools from several LEAs to monitor onsite. MSDE will require each LEA to submit quarterly financial reports. Each LEA will be required to complete a self-assessment of progress and report achievement data (using local assessment data) at least once during the academic year.

Maryland’s Annual Timeline for Implementation of Meaningful Interventions in Title I Schools that are Not Making Progress in Improving Student Achievement and Narrowing the Achievement Gaps (Title I 1003(a) Grant)

May/Spring 2015	Maryland’s ESEA Flexibility Plan Approval Process with USED.
Summer 2015	MSDE will inform LEAs currently with the Approaching Targets Schools that Maryland will not provide additional

	funds to those schools for the 2015-2016 school year, but will allow LEAs to extend the use of their current Title I 1003(a) funds until June 2016.
July 1, 2015-June 30, 2016 - September 30 th annually	Continue Full Implementation of approved Title I 1003(a) Grant strategies.
October 2015-June 2016	MSDE Monitoring of the LEA and Randomly Selected Title I Schools.
July 30, 2016	Maryland's new list of Approaching Targets Schools will be generated by July 30, 2016.
August 2016	MSDE will provide technical assistance to LEAs with Approaching Targets Schools.
Fall 2016.	Upon approval, LEAs with Approaching Targets Schools will begin implementation of their interventions.
Winter 2017	MSDE will monitor LEAs with Approaching Targets Schools.
July 1, 2017- June 30, 2018	Repeat cycle for year 2.
July 1, 2018- June 30, 2019	Repeat cycle for year 3.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

2.G.i Maryland has distinguished itself with its overall monitoring of performance and standard attainment for all 24 LEAs. Since 2003, the Maryland General Assembly has required all 24 LEAs to submit a Master Plan detailing strategies for meeting ESEA and Maryland education goals. Data for each standard or program is tracked and each year, in an Update to the Master Plan, each LEA must describe the progress to date. If the data indicates success, an explanation for what the LEA believes has worked is included. If the LEA is not making adequate progress on any standard, it must detail what steps will be taken to correct the course. The Master Plan guidance documents officially called the Bridge to Excellence Guidance Document Part I can be found at

[http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-](http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-147467/BTE%20RTTT%20Guidance%202011_6_20_11.docx)

[147467/BTE%20RTTT%20Guidance%202011_6_20_11.docx](http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-147467/BTE%20RTTT%20Guidance%202011_6_20_11.docx) . The Guidance Part 2 (Federal Grant Applications and Other State Reporting Requirements can be found at

[http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-](http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-146666/BTE%20Guidance%20Part%202%20FINAL_6-20-11.docx)

[146666/BTE%20Guidance%20Part%202%20FINAL_6-20-11.docx](http://docushare.msde.state.md.us/docushare/dsweb/Get/Document-146666/BTE%20Guidance%20Part%202%20FINAL_6-20-11.docx)

The existence of the Master Plan offers an ideal vehicle for monitoring progress by LEAs with their Focus and Priority Schools. The Master Plan clearly includes fiscal reporting, however, Title I monitoring of expenditures of federal dollars will offer more targeted, more detailed inspection of the spending in Focus, Approaching Target, and Priority Schools. The monitoring of the specific programs in each school is described below.

Maryland's monitoring and support for SIG schools has been cited as a model for the nation. In fact, Maryland has been asked to share its model at various national meetings, symposiums, and conferences over the past three years. For Priority Schools and SIG schools, this process has been modified to include principal interviews, self-assessments, fiscal and programmatic monitoring and instructional walkthroughs in each school. This process will be utilized for the newly identified schools. This oversight includes three visits a year that require SIG teams to closely inspect any indicators that have been provided since the last visit so that targeted questions can be posed to the school and LEA staff at a face-to-face meeting. The follow up to each visit includes a written report with recommendations for improvement for the school and/or LEA along with a timeline for meeting the recommendations.

Maryland does not solicit outside providers, therefore does not maintain an approved list of outside providers. Each LEA that chooses to contract with an outside provider, such as a charter management organization (CMO) or an education management organization (EMO), must utilize a rigorous review process which follows state and local procurement laws. The LEA must have conducted a comprehensive needs assessment to ensure the Request for Proposals (RFP) contains an accurate description of the services and programs that meet the needs of the school(s) to be served and that are aligned to the Turnaround Principles or an approved SIG model.. Each LEA must demonstrate, in their application, that the selected provider is able to address the identified needs of the school. In addition, the LEA must submit to MSDE, the steps it completed with regard to recruiting, screening and selecting an external provider to ensure quality. The LEA must also describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students and/or members of the community were consulted during the needs assessment, intervention selection and design process to serve its Priority or SIG schools. MSDE will monitor both the providers and the LEA according to the previously stated timelines as other Priority schools not working with an external provider(s). The LEA is also required to monitor any provider procured with federal funds.

As referenced above in section 2.G.i., the 5% lowest-achieving non-Title I schools will also undergo periodic monitoring which will be focused on teachers' individual professional development plans. Each teacher will be required at the beginning of each school year to develop a Professional Growth Plan that is based on the teachers' needs in addressing student achievement gaps. The required components of the plan will be, but not limited to, the Type of Learning Experience, Description of Relevance to School, System, and SEA goals, Timing of Experiences, and Expected Impact on Student Learning. These plans must be approved by the principal and kept on file for periodic review by the LEA and SEA. A mid-year update on the plan must include a section describing ongoing growth opportunities and connecting those to specific interventions needed for the teachers' students. Technical assistance both online and face to face will have a focus on assisting the teacher in identifying appropriate learning experiences within the parameters of the stated teachers' goals.

2.G.ii

The Breakthrough Center, Maryland's Statewide System of Support, provides efficient, targeted, and impactful services and support to Maryland's underperforming schools, with the goal of building capacity of LEAs and schools to turn around patterns of chronic underperformance.

The Breakthrough Center serves as a "central command" for supports and services delivered to Priority, Focus, Approaching Targets, and other underperforming (both Title I and non-Title I) schools to ensure coordination and integration among the various Divisions within MSDE; with the LEAs and their schools; and with external partners available to support and reinforce school communities in their improvement efforts. The overall outcome is to improve student achievement and school performance while reducing achievement gaps.

At the core of The Breakthrough Center's work is a Cross-Functional Team (CFT), comprised of decision-making staff from each Division at the Department. The Cross-Functional Team will develop and implement a strategic plan for supporting chronically underperforming schools, including a review of LEA and school-level progress. One example of this strategic planning is Maryland's Turnaround Plan for Underperforming Schools. This plan (Appendix III-2-I) is a collaboration to support Priority Schools between MSDE's Program Improvement and Family Support Branch, which includes Title I experts, and the Breakthrough Center. Further plans for Focus, Approaching Target, and other chronically underperforming schools are under development. The CFT will also ensure that MSDE is meeting its objective to implement a streamlined approach for: identifying needs in LEAs and schools and assessing progress; determining type, level, and alignment of support provided based on need; and consolidating reporting and compliance requirements to lessen the bureaucratic demands while increasing performance expectations and opportunities.

The Breakthrough Center will continue its commitment toward and success in providing integrated and impactful support that builds capacity and trusting relationships. Maryland will work to continue to build upon the already established close, constructive relationship with its LEAs. Based on identified needs of LEAs and schools, the Breakthrough Center will continue

to collaborate with various Divisions to provide targeted and integrated support services in leadership development, instruction, school climate and culture, and family and community engagement. This support is often provided at the LEA level and is a strategy for building the capacity of the LEA. By providing support at the central office level, these staff can work directly with schools through customized programs and professional development offerings that build organizational, leadership, and instructional capacity.

Leadership:

The purpose is to build the capacity of LEA and school-based leadership (principals and their leadership teams) in underperforming schools. The content and delivery of the support reinforces the outcomes of the Maryland Instructional Leadership Framework and provides current proven practices in the discipline of School Turnaround by providing job embedded professional development and technical assistance. One-on-one coaching to assistant principals, principals, and support staff is also available for the Priority Schools. The Breakthrough Center works with the Office of Teacher and Principal Evaluation and other Divisions within MSDE to provide the Aspiring Principals Institute, The Promising Principals Pipeline, and training of Executive Officers. These interventions and supports are coordinated through leadership specialists within the Breakthrough Center, although the services and interventions are provided as a collaborative endeavor throughout the agency.

Instruction:

The Breakthrough Center supports job-embedded professional development, as identified through a needs assessment for underperforming schools, designed to increase student achievement in English/language arts and mathematics. This targeted professional development is given to school-based coaches and the instructional directors overseeing underperforming schools. The Instructional Specialists in the Breakthrough Center will collaborate with the specialists in the Division of Curriculum, Assessment, and Accountability to provide professional learning to improve teacher knowledge of both subject matter and effective instructional strategies. This includes continuing support to educators in the transition to the Maryland College and Career-Ready Standards. The instructional support team also works to build the capacity of the LEA and school leadership team to provide this

job-embedded professional development independently to continue to increase student achievement. These supports include participation in the College and Career-Ready Conferences as well as LEA central meetings to discuss individual LEA and school needs in the area of instruction.

Student Services:

The third area of support facilitated through the Breakthrough Center is coordinated student support services, which is the implementation of an organized, structured, consistent process of delivering services to students in a tiered system of response. Coordinated student support services include all of the services at each tier of need and are provided by student support staff in schools and central offices, including, but not limited to school nurses, school psychologists, school counselors, school social workers, and pupil personnel workers. In addition, MSDE provides technical assistance to LEAs and schools in the areas of alternatives to suspension, attendance, dropout prevention, school safety, and social-emotional learning.

A goal of Student Support Services is to collaborate with LEA leaders, including Directors/Supervisors of Student Services, and school-based personnel in schools demonstrating the need to build the capacity of student service providers and teams at the LEA and school levels and create a positive culture and climate that supports academic success.

The student service specialists will work with the Student Services and Strategic Planning Branch in the Division of Student, Family, and School Support to provide these services as needed to LEAs and schools.

Family and Community Engagement:

Parent and families are essential partners in helping students achieve college and career readiness. In order to build and sustain positive relationships between home and school, the Breakthrough Center collaborates with schools and community partners to engage parents and

families in multiple ways – at home, at school, and in the community. This includes schools having a welcoming environment, providing regular two-way and ongoing communication between home and school, offering professional development opportunities for educators to work with families, and assisting schools in identifying and removing barriers so all families can be actively engaged in their child's education.

This support is provided to Title I schools under the auspices of the Title I Family and Community Engagement specialists and in collaboration with the Student Services and Strategic Planning Branch in the Division of Student, Family, and School Support.

2.G.iii Funding for each of the Priority and Focus Schools as well as those Title I schools that are also low-performing but do not fall into the new categorization of schools has been explained within the description of support to each category. In Summary,

1. Priority Schools must be funded with SIG grants (already) in place or with \$50,000 to \$2 million dollars per year per school for the next three years from funds leveraged from dollars currently required under ESEA section 1116 (b)(10). These funds must be sufficient to implement the Turnaround plans designed to address the needs identified by the school and LEA.
2. Focus Schools will receive a differentiated amount of the 1003(a) funding based on their completion of an approved application. This process is currently in use and has proven a valid vehicle for delivery of targeted funds. LEAs and schools must cite needs assessments that document that the needs that will be addressed with these funds are the ones that are contributing to the achievement gaps in the school.
3. LEAS with other low-performing Title I schools (Approaching Targets schools) will receive the balance of 1003(a) funds upon completion of the application that specifies the particular needs of the school and approval by MSDE teams of specialists. The schools will be encouraged to use their own Title I, Part A funding for staff development to address these needs as well.

4. Maryland will seek permission from LEA Superintendents with Priority and Focus Schools to hold back 10% of Title I 1003(a) funding to provide direct support to Priority and Focus schools in the form of annual convenings and contractual turnaround coaches for priority schools that have not exited after three years.

SEA support for the development of the teacher and principal Professional Growth Plan (PGP) will be twofold. The major responsibility will be (a) to provide ongoing opportunities for professional growth in both online and face-to-face experiences and (b) periodic reviews and discussions that are focused on classroom and school application of skills and content that constituted the learning experiences. With the advent of a new universally designed Maryland curriculum in all disciplines, support for teachers to learn, teach, and assess these new curricula will be a major outcome of the growth experiences. For principals, ongoing observation and effective feedback in the context of a new State curriculum will be a major focus, thus, placing teachers and principals on a parallel track for improvement and school reform.

LEA Accountability and MSDE's Authority

Maryland has no clear legal mandate to intervene directly in chronically low-performing schools. The Maryland State Department of Education operates from both state statute and an extensive array of regulations set by the State Board of Education. Maryland law currently has no direct authority for intervention. However, with more than two decades of school accountability in place, intervention work in low performing schools through NCLB and ESEA have been generally successful without a legal expectation for State takeovers.

The unique structure of Maryland's education system, with only 24 school jurisdictional level districts, is very conducive to cooperative work with local school systems, both independently and occasionally in clusters. Maryland's State Superintendent meets monthly with the 24 LEA superintendents and regularly with individual local superintendents—particularly with those attempting to resolve local performance issues. These unique collegial exchanges typically are intimate and provide an opportunity for very frank and honest exchange on

issues.

In addition to these meetings, the Assistant Superintendents for Instruction meet monthly and these meetings provide an important opportunity to explore and resolve the more specific issues related to policy implementations since these local leaders are most often the individuals charged with the day-to-day implementation of LEA and state action. Because these staff members are charged with the operational work, their briefings most often take on the quality of work sessions.

The Master Plan is also a very critical means for accountability for LEAs. If a local Master Plan, after a rigorous review, is deemed “not approvable” there is legal authority supporting the withholding of future funding. A great deal of work goes into the process to make the Master Plans fully “approvable,” but Maryland State Department of Education is positioned to take even stronger action if necessary. In the past, Local Superintendent have been asked to meet with MSDE staff to explain the course of action outlined in the Master Plans, and local superintendents were often asked by MSDE to strengthen and rework plans when responses were not strong enough. These unique tools have served to provide good technical exchanges for local school systems and have set a standard for local policies that prevents token responses to the plight of low performing schools.

Maryland’s Theory of Action for Principle 2

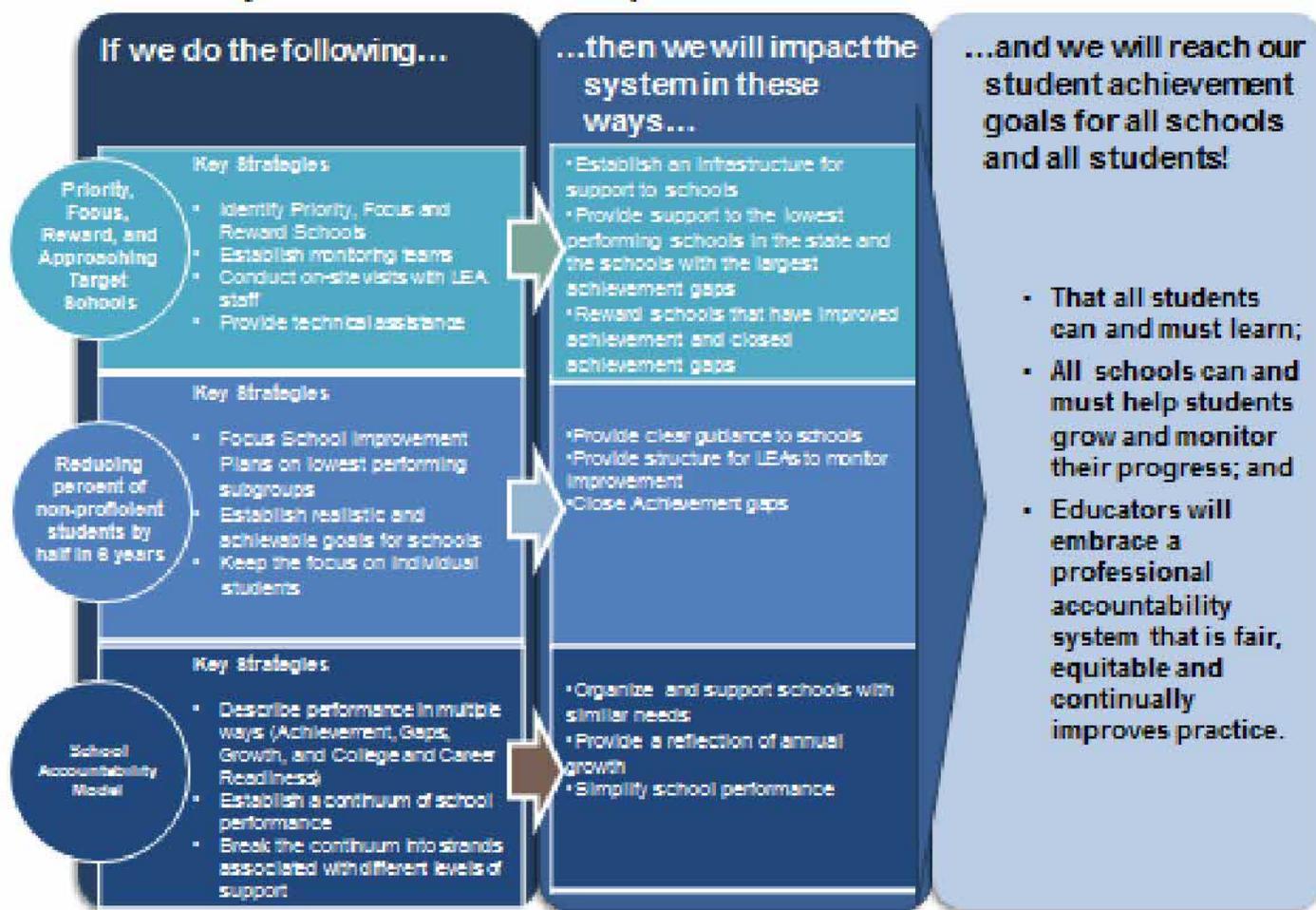
In summary, Maryland’s overall theory of action regarding differentiated recognition, accountability, and support is based on a fundamental belief that all schools and all subgroups can improve. Through methods that have been described, Maryland endeavors to recognize accomplishments where appropriate, identify schools that are in need of assistance, and provide support as needed. Maryland believes in providing support to the most challenged schools, including direct involvement with principals of those schools, and building the capacity of the LEA to sustain the improvement effort beyond the time of MSDE’s involvement. The Breakthrough Center serves as the vehicle to coordinate these services, and its work is informed by an internal cross-functional team with representatives of various divisions throughout MSDE that meet regularly to provide direction and coherence to the effort.

The theory of change is described in a PowerPoint presentation which is included as Appendix II-9. The graphics in this Power Point were developed to illustrate how the State works directly with LEAs and schools identified as the lowest performing SIG schools. MSDE will continue to

follow this protocol as school support is expanded to include Priority schools. Focus schools will be organized into networks whereby the state will be able to cluster schools according to region and specific needs. MSDE is in the planning phase and has scheduled an internal meeting in May. Focus Schools will also fall under the Breakthrough Center umbrella. The first LEA Focus schools network meeting will be scheduled in May and will include both Title I directors and other high level LEA administrators such as assistant superintendents and supervisors.

The following graphic illustrates Maryland's Theory of Action:

Theory of Action Principle 2



PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Original Application- March 2012

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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Revised Application March 2015

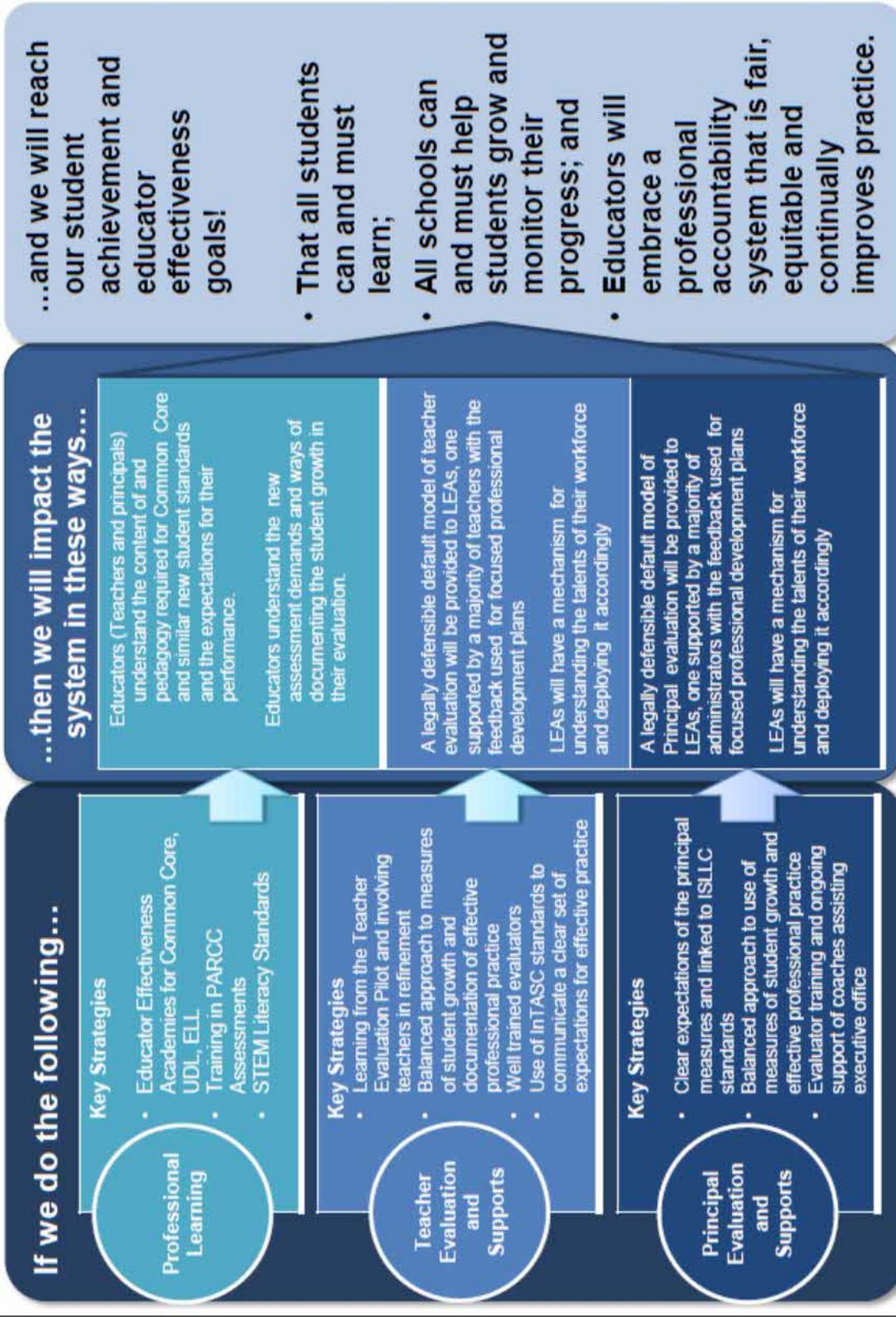
3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
<p><input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p>	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled ESEA Flexibility as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p>X15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

The graphic below is Maryland’s Theory of Action for Teacher/Principal Evaluation

Theory of Action Principle 3



3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

Maryland ESEA Renewal March 2015

Based on the implementation of Maryland’s ESEA approved Teacher/Principal Evaluation model, a commitment to continuous improvement, and in consultation with LEAs and stakeholders, the following is an update to Maryland’s Teacher Principal Evaluation Model.

Guidelines (explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students)

- **Introductory Narrative and Review**

After five years of developmental work around teacher and principal evaluation, Maryland remains firmly committed to the belief that evaluation serves as the vehicle for improving the instructional craft of teachers and the leadership skills of principals. The State further supports the significant role of Student Growth and the traditional role of Professional Practice as measures that contribute to both the development and accounting of educator effectiveness. With attention to multiple quantitative and qualitative measures, Maryland’s educator evaluation models are intended to attribute student performance to the work of the teacher and the principal and to ultimately affect the continuous professional development of each. A complete chronology of Maryland’s Teacher and Principal Evaluation initiative can be viewed at:

<http://marylandpublicschools.org/MSDE/programs/tpe/docs/MD-ApproachesAssessmentMeasures-09172014.pdf>

- **Guidance** – In June 2013, Maryland consolidated its original Guidebook for Teacher and Principal Evaluation into a more user friendly format easily adaptable to practitioners in the field. The guidebook provides direction for the application of all policies, procedures,

and practices related to teachers and principal evaluation and can be accessed at:

http://msde.state.md.us/tpe/TPE_Guidance_Version3_092013.pdf

- **State Evaluation Models** – Maryland State and local teacher and principal evaluation models have evolved over time; being most recently amended in June 2013 as a result of statewide field testing. Working within the State frameworks and responding to lessons learned and data collected, state and local models have continued to move closer to similar design and are now more alike than different. The latest version of the state framework/model can be accessed at:
http://marylandpublicschools.org/MSDE/programs/tpe/docs/FrameworkSlides060713_Communication17.pdf

Local models may be accessed at the same link as above.

- **Measuring Professional Practice** – Fifty percent of the Maryland Teacher Framework is structured around Professional Practice and at a minimum requires LEAs to include component measures in Planning, Instruction, Classroom Environment, and Professional Responsibilities. The State teacher model weighs these components equally at 12.5%. Fifty percent of the Maryland Principal Framework is structured around twelve domains taken from the Maryland Instructional Leadership Framework (8) and the Inter-State Leadership Licensure Collaborative (4). The State principal model requires a minimum 2% and a maximum 10% value for each domain with the variance reflecting individual principal developmental needs. In both the Teacher and Principal Models, LEAs have flexibility to include additional components/domains or evaluation methodologies based on local priority interests and to weigh the component and/or domains accordingly.
- **Measuring Student Growth** – Fifty percent of the of the Maryland Teacher Framework is structured around Student Growth and requires 20 percentage points translated from the State’s annual reading and math assessments (gr. 4-8)

or from an HSA informed Student Learning Objective or from a School Progress index informed Student Learning Objective; 15 percentage points from a district or school level Student Learning Objective; and 15 percentage points from a classroom level Student Learning Objective. Fifty percent of the Maryland Principal Framework is structured around Student Growth and requires 20 percentage points translated from the State’s annual assessments in reading and math (gr. 4-8) or from a Student Learning Objective informed by HSAs and AP Scores, SPI indicators, or similar measures; 10 percentage points from a translation of the School Progress Index; 10 percentage points from a district level Student Learning Objective; and 10 percentage points from a school level Student Learning Objective. In both the Teacher and Principal Models, LEAs have flexibility to use state approved local measures outside of the required translations of annual student assessment and the SPI.

Maryland needs two years of data to calculate student growth. The State will use 2014-2015 and 2015-2016 PARCC data to calculate student growth and to study its impact on summative evaluation ratings in SY 2016-2017. Maryland will continue to use a Statewide framework. By definition, the State Framework is a statewide approach to the calculation of a student growth measure and the translation of that measure to teacher and principal evaluation. Following is the Research Plan for conducting the reporting, the analysis, and the application of PARCC test data to evaluation along with dates to enact changes to state and local models.

2015-2016 Teacher/Principal Evaluation (TPE) Research Plan to Support Maryland’s Statewide Approach to Evaluation

Research Priority #1 : Data collection and collation	By each of the noted dates, all of the LEA data submissions would be accomplished and positioned for analysis and reporting	August 2015 Teacher Data September 2015 Principal Data
Research Priority #2 : Ratings analysis & findings	Annual report of findings from 2014-2015 TPE Data Submissions would be	October 2015

	finalized along with presentation materials and communication documents for public release at the October 2015 Maryland State Board of Education (MSBE) Meeting.	
Research Priority #3 : Component Analysis & Findings	Annual report of findings from 2014-2015 TPE Component Measures would be finalized along with presentation materials and communication documents for public release at the January 2016 MSBE Meeting.	December 2015
Research Priority #4 : Test Translation & Maryland Tiered Assessment Index (MTAI) Reconstruction	Analysis and reporting of findings on the translation of PARCC data and TPE. Analysis of a new calculation method for measuring student growth with PARCC data along with possible translation methodologies for consideration and determination by MSDE. Findings must be completed to allow for a determination of how testing would figure into the TPE Framework for reporting at the February 2016 MSBE Meeting.	February 2016
Research Priority #5 : Model analysis and determinations	Technical Assistance to LEAs to support local TPE interests in the study of local models and determinations of changes to local models. Guidance provided in response to changes to the State Framework. Revised local models will be submitted to MSDE for approval in May 2016.	April 2016
Research Priority #6: Comprehensive Findings & Recommendations Report	A complete reporting of the two year process to bridge the gap in test measures, the redefining of the State's Accountability Measure, the	June 2016

	re-calculation of Student Growth, the re-application of test scores to evaluation and the proclamation of findings and frameworks going forward. Maryland will then submit an amendment on Principle 3 to the U.S. Department of Education.	
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Maryland intends to submit an amendment to the U.S. Department of Education in June 2016, after the Statewide approach is finalized.

- **Effectiveness Ratings** – Maryland annually reports educators as Highly Effective, Effective, or Ineffective. LEAs are afforded local flexibility in executing annual teacher and principal effectiveness ratings and in determining and defending their methodology for differentiating between rating levels. A full report of the 2013-2014 effectiveness rating can be accessed at:

http://msde.state.md.us/tpe/Communication_29.pdf

- **School Accountability and Evaluation** – Maryland currently supports the use of the SPI, a collective measure of whole-school performance, in the evaluation of Principals. The State also supports the use of SPI component and sub-group measures to inform the construction of SLOs.

[The State will revisit the role of whole-school measures in teacher and principal evaluation once its new accountability measure is determined and results are available for study.]

- **Educator Effectiveness and Personnel Decisions** – Maryland is committed to the understanding that Effectiveness Ratings and the performance trends within those ratings should contribute to personnel decisions at the local level. While the State adheres to the fundamental belief that evaluation is primarily a means to improving educator performance, it accepts that rating measures over time will contribute to decisions about promotion, tenure, corrective actions, and dismissal.

[The State recognizes that the translation of student assessments into Student Growth measures in reading and mathematics cannot be accomplished until June 2016; deferring its earliest application in evaluations until fall of 2016.]

- **Teacher and Principal Preparation** – The State recognizes that a significant portion of the responsibility for sustaining and institutionalizing the work of Teacher and Principal Evaluation will exist within the preparation and certification programs for teachers and principals. An intentional outreach to the Institutes of Higher Education which includes designated State personnel, guidance on the execution of evaluation processes, and professional development on the content of evaluation components is occurring to ensure that teachers entering the profession and those obtaining administrative certifications will be knowledgeable in both the content and the practice that support TPE. With recognition of the critical role of the Principal, Maryland’s Principal Pipeline is designed to address the developmental needs of Teacher Leaders, Promising Principals, Principals, and Executive Officers (Principal Supervisors). These practitioner-based experiences, combined with the aligned content that is delivered in teacher and principal preparation programs and supplemented by LEA leadership development programs, have the greatest potential for elevating and sustaining high levels of teacher and principal effectiveness.
- **Evaluator Preparation** – By regulation, and given the unique nature of local evaluation priorities, instruments, and practices, LEAs must demonstrate that their administrators have been trained in evaluation and properly certified as administrators. While the State does not plan to certify evaluators, it indirectly drives the content of principal preparation programs, lends technical assistance, and delivers TPE professional development to principals and principal supervisors through its Principal Pipeline structure.
- **ESEA Renewal Timeline** – A graphic depicting Maryland’s intent for continuing the focus on Principle 3 for the three-year ESEA Renewal period is available in Appendix III-3-A

Evidence of Adoption, Implementation, and Sustainability

- **Approved Plans** – Twenty two LEAs have approved TPE Models and the two remaining LEAs will submit models for approval in May 2015.
- **Data Collection** – Nearly a half million data have been successfully collected, reposed, and reported for the LEAs with approved models.
- **Effectiveness Ratings** – Highly Effective, Effective, and Ineffective ratings have been successfully calculated, collected, and reported for every eligible teacher and principal in the State. <http://marylandpublicschools.org/MSDE/programs/tpe/2014evaluation.html>
- **Ratings Analysis** – An analysis of statewide effectiveness ratings was conducted. http://msde.state.md.us/tpe/Communication_29.pdf
- **Component Analysis** – An analysis of the component measures was conducted. This will be described in Communication Bulletin #30, which is currently under development.
- **Quality Control** – Periodic quality control checks provide formative measures of progress. http://msde.state.md.us/tpe/Communication_22.pdf, http://msde.state.md.us/tpe/Communication_24.pdf, also described in Communication Bulletin #30, which is currently under development.
- **Annual Internal Stocktake** – Annual internal stocktakes were conducted, reported, and acted on. http://msde.state.md.us/tpe/Communication_17.pdf, http://msde.state.md.us/tpe/Communication_27.pdf
- **Annual External Progress Reporting** – Annually WestEd has provided an independent third-party report on Maryland’s progress with TPE. <http://msde.state.md.us/tpe/TPEReport2014.pdf>
- **ESEA Flexibility Waiver Extension** – LEAs agreed and submitted Principle 3 amendments to define and extend the TPE work into SY 2014-2015. The amendments included an indication of Maryland’s intent beyond the extension. http://www.marylandpublicschools.org/msde/programs/esea_flex/index.html
- **ESEA Flexibility Renewal** – The State submitted its plan for addressing ESEA Principle 3 from 2015-2018. A graphic depicting this is currently under development.

Description of the process the SEA used to involve teachers and principals in the

**development of guidelines and the implementation and sustainability of Principle 3;
Teacher and Principal Evaluation.**

- **TPE TEAM MEETINGS** – During formative TPE year 2012-1013, LEA Teams comprised of members with technical expertise, procedural responsibility, and union authority met monthly to investigate and resolve the design parameters that became the basis for State and Local evaluation models. During this year, LEAs reached consensus on the application of lag data, the use of Student Learning Objectives (SLOs), the translation of test scores in evaluation (Maryland Tiered Assessment Index), the use of whole school measures (School Performance Index), the student test score attribution, and the calculation methodology for determining effectiveness ratings. The collective outcome of this collaborative work resulted in common evaluation models and processes and facilitated the compilation of statewide field test data.
- **COMMUNICATION BULLETINS** – Between September 2012 and March 2015, thirty-one Communication Bulletins were published to inform internal and external stakeholders. Transparency is a priority as Bulletins are available to all audiences and linked to every phase of the State’s TPE work.
- **QUALITY CONTROLS: POLLS AND SURVEYS** – During 2013-2014, LEA TPE Teams and representative voices of teachers, principals and superintendents participated in Quality Control Sessions designed to gauge LEA progress and to determine implementation. Periodic polling and surveying of representative stakeholders provided direct formative feedback throughout this year.
- **MOU** – In June 2014, a formal partnership was forged via Memorandum of Understanding between MSDE, teachers unions, principals associations, and LEA Boards of Education; to forward the progress of using Student Learning Objectives in evaluation. The partners have exercised oversight of quality control during 2014-2015 including the surveying of teachers and principals and the determination of direction resulting from the surveys.
- **SPHERES OF INFLUENCE** – TPE topical Professional Development has been delivered to teachers, principals, executive officers (principal supervisors), professional development experts, communications experts, and Superintendents in eight convenings conducted

between September 2013 and March 2015. The content of this work is closely coordinated to interface with the design of the State’s Principal Pipeline. Spheres 9-12 and subsequent Spheres will be developed in response to annual findings in each year of the Renewal.

- **THIRD PARTY REVIEW WESTED** – Serving in the role of critical friend, WestEd/CTAC has provided an annual independent third-party perspective of Maryland’s progress with TPE and SLOs. Maryland will continue to use this resource to validate the progress of their work.
- **LEGISLATORS, POLICY MAKERS, AND PUBLIC ENGAGEMENT** – MSDE has continuously responded to informing and engaging those individuals who form policy and public opinion. Presentations, briefs, recommendations, and response to inquiries are conducted to insure that timely and accurate information is the hands of decision makers and influential stakeholders.
- **SUPPORTING PARTNERSHIPS** – Maryland has been a constant and dedicated partner with support agencies associated with TPE and ESEA Principle 3. MSDE has been both a contributor to and beneficiary of supports provided by CCSSO, RSN, NGA, and SREB.

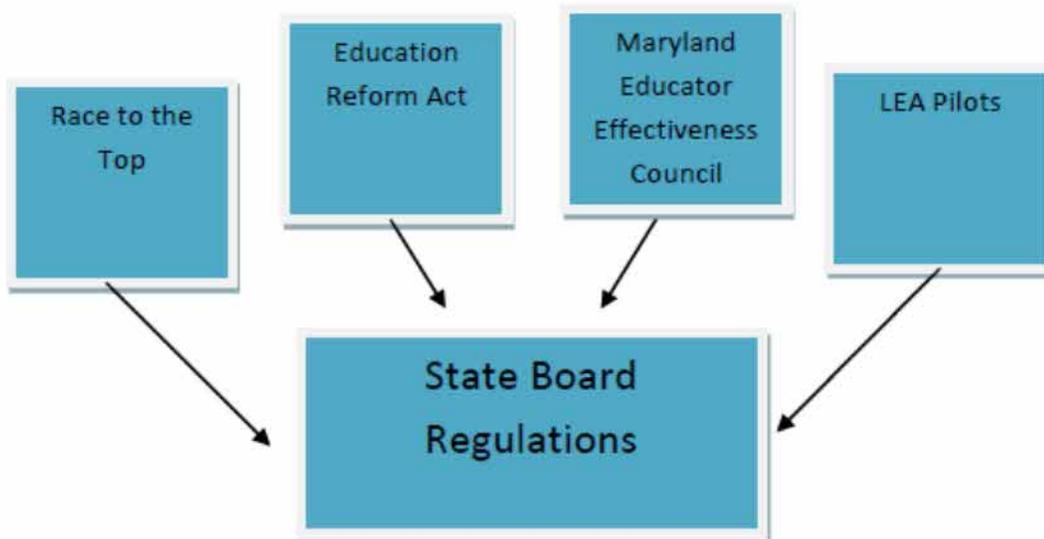
Previous Amendments and Original Application Information- Containing Historical Process of TPE in Maryland

As part of its ESEA Extension Request in March 2014, Maryland requested an amendment to the Teacher/Principal Evaluation (TPE) to change the models to further increase the alignment between the state framework and the local models. Additionally, the amendment clarifies which years the student growth state assessment measure will inform personnel decision. The changes to the models are a direct result of the Field Test year (2012-13) and are reflected in TPE Addendum #3-B. The models in this addendum would replace the ones throughout the chapter below.

As a note, TPE Addendum # 3-A is Maryland’s responses to the peer review questions submitted September 7, 2012 and that were accepted by USDE on January 9, 2013. These responses complete Maryland’s plan for Principle 3. (Please note: This information was

submitted in a separate document, per approval of USDE.)

Introduction: Improving Educator Effectiveness Based on Performance:



The work of Race to Top, the Education Reform Act 2010, the Maryland Educator Effectiveness Council, and the LEA pilots will inform the State Board Regulations to be promulgated March 2012. Maryland will provide USDE a copy of the Regulations following presentation to the State Board on March 27, 2012. Maryland’s Plan for complete implementation is provided in table form in Appendix 3.A – a narrative of the work is below:

In order for Maryland to achieve its goal of ensuring that all students are prepared for success in college and the 21st century workplace, every student in every school must be able to benefit every day from effective teachers and principals. Effectiveness requires that all teachers and principals understand the content and practice the pedagogy required for all students to master rigorous Common Core Standards and demonstrate their learning on the assessment system under development. The strategy set out in the ESEA Flexibility Proposal is designed to improve and maintain educator effectiveness through (1) clearly articulated curriculum standards and expectations for student learning, (2) high-quality professional development focused on the

delivery of rigorous instruction, (3) ongoing access to an array of instructional resources and supports, and (4) an evaluation system which holds teachers and principals accountable for both effective professional practice and student learning and growth. The professional practice components of the teacher and principal evaluation models are aligned with Maryland’s research-supported beliefs about effective leadership and instruction and will provide valuable feedback to improve performance. The student growth components reflect Maryland’s commitment to the use of multiple measures, the focus on student growth and change under the direction of the teacher and independent of the student’s entering status, the use of multiple measures, and an acknowledgement of shared accountability, represented by the Maryland School Progress Index.

Maryland’s goals are to improve the performance of all students and close the achievement gap. Maryland strongly believes that the way to accomplish this goal is through thorough, effective, meaningful and consistent professional development. Maryland firmly believes that professional development is the foundation of all aspects of education and is effective in improving instruction, understanding curriculum, learning to work with data, and the other many components that make a strong and effective education system. In addition, the strong Core Values expressed by Marylanders, around achievement, growth, achievement gaps and college- and career-readiness, which were incorporated into the Maryland School Progress Index indicate that the goals of the State and its citizens are well aligned.

Maryland’s Race to the Top Application

If Maryland is going to ensure that all students are college- and career-ready, every school — especially those where students need the most support — must have teachers and principals who are effective at increasing student achievement. Although Maryland has worked diligently and successfully over the past decade to increase the number of Maryland teachers designated as Highly Qualified under federal definitions, State leaders also understand that this measurement is imprecise and considers only inputs into good teaching and not actual performance. Maryland is committed to taking bolder, more aggressive steps to develop an evaluation process for teachers and principals and using that information to help develop the strongest educator corps in the country.

Signaling its serious commitment to this new approach, when Maryland submitted its Race to the Top (RTTT) Application in May 2010, a revision of the teacher and principal evaluation system was central to the work Maryland agreed to do. The application offered guidelines (Attachment 10) for a new system to be piloted in seven school districts in 2011-2012 and fully implemented Statewide by school year 2012-2013. The dates for full implementation were later revised through an amendment that was submitted to and approved by USDE to 2013-2014; one year before the ESEA flexibility requirements call for full implementation. The application outlined the plan for pilots in seven districts to build the new model in a collective fashion. The application was signed by the Governor and the President of the Maryland State Board of Education (Attachment 11).

Education Reform Act of 2010

Maryland has already adopted needed policies to anchor and guide next steps. Signed by Governor O'Malley on May 3, 2010, the Education Reform Act of 2010 created a new expectation for Maryland educators: To be effective, teachers and principals must show they can successfully improve student learning. The law established that changes in student growth will become a significant factor in the evaluation of teachers and principals (see Appendix 3-B). This legislation created the foundation for a new evaluation system that will more consistently and fairly identify, support, and reward educators who are effective; and identify, develop, or exit those who are ineffective.

Supporting the transition to this new system, the General Assembly also extended the timeline for granting tenure from two years to three years, allowing new teachers to receive both the support and oversight they need in their early years to become effective or leave the profession.

Comprehensive Teacher Induction Program

The State Board of Education developed Code of Maryland Regulations (COMAR) 13A.07.00-.09 that calls for a Comprehensive Teacher Induction Program. The purpose of the regulation is to provide guidance for local school systems to establish a high quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality and

helps inductees achieve success in their initial assignments, resulting in improved student learning and high retention in the profession. The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support. Recognizing that “one-size-fits-all” induction programs do not meet the needs of new teachers, this regulation establishes the components of an induction program, allowing local school systems to build on their current programs. More information can be found at <http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.07.01>.

Maryland Educator Effectiveness Council

To help guide the design and refinement of the pilots and resolve outstanding issues, the Governor created, through an Executive Order in June 2010, the Maryland Educator Effectiveness Council (MEEC) (Appendix 3-C). Membership of this Council and stakeholders that support the work of this council are broad-based and include representation from individuals/groups such as: State Superintendent; Members of the General Assembly; Governor’s Policy Director; State Board of Education; Local Boards of Education; LEA Superintendents; Maryland State Education Association; Baltimore Teachers Union; LEA Assistant Superintendents for Instruction; LEA School Business Officials; LEA Executive Officers; Local Accountability Coordinators; LEA Human Resources Directors; Title I coordinators; Principals; MSDE/LEA identified teachers; Institutions of Higher Education (University System of Maryland (USM) system, private colleges and community colleges); Community/Business; PTA; National Psychometric Council; Maryland Assessment Research Center for Education Success (MARCES); and students. The council is chaired by the Maryland State Superintendent and Maryland State Educators Association Vice President. The specific membership of the Maryland Council for Educator Effectiveness can be found at http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top/eecm.

The Maryland Educator Effectiveness Council was charged with submitting recommendations for the development of the model evaluation system that was legislatively mandated by the Education Reform Act. The recommendations must include a definition for effective teachers and principals, a definition for highly effective teachers and principals, an explanation of the relationship between the student learning component of educator evaluations and the other

components of the evaluations.

The Council met 17 times from August 2010 to June 2011 and continues to monitor the progress of the pilot programs being conducted in seven LEAs (described below) with the intention to provide recommendations to the Governor, State Board of Education, and State Superintendent. Once these recommendations, informed by the pilots, are made, procedures and policies will be developed to address the following areas:

- Appropriate levels of student growth for a teacher or principal to be rated Effective or Highly Effective; Maryland believes that to be rated Effective, a teacher or principal must show appropriate levels of growth among their students to help them successfully transition and progress from grade to grade; to be rated Highly Effective, a teacher or principal must show exceptional talent in increasing student growth well beyond one grade level in one year or exceptional success educating high-poverty, minority, English Language Learners (ELL), Students with Disabilities (SWD), or other high-needs students;
- Definition of Ineffective for a teacher or principal receiving an Ineffective rating, including what supports should be offered and what additional evaluations are needed;
- Whether an additional rating category (e.g., “Developing,” for educators whose performance falls between Ineffective and Effective) beyond the minimum three categories established in State Board of Education regulations is needed;
- Model scoring rubrics for classroom observations of teachers that measure the four other domains and are based on best practices, such as the Charlotte Danielson Framework for Teacher Performance Assessment System;
- Model scoring rubrics for measuring the eight outcomes of the *Maryland Instructional Leadership Framework* (See Appendix 3-D);
- Matrix for determining how different rating criteria received in any individual domain combine to form an overall summative rating for the teacher or principal;
- Reviews of current LEA evaluation tools, protocols, and processes to determine potential applicability to other counties; and

- Propose revisions to Maryland Teaching Standards to reflect current INTASC standards research, best practices, the new evaluation system, and to inform teacher preparation and professional development.

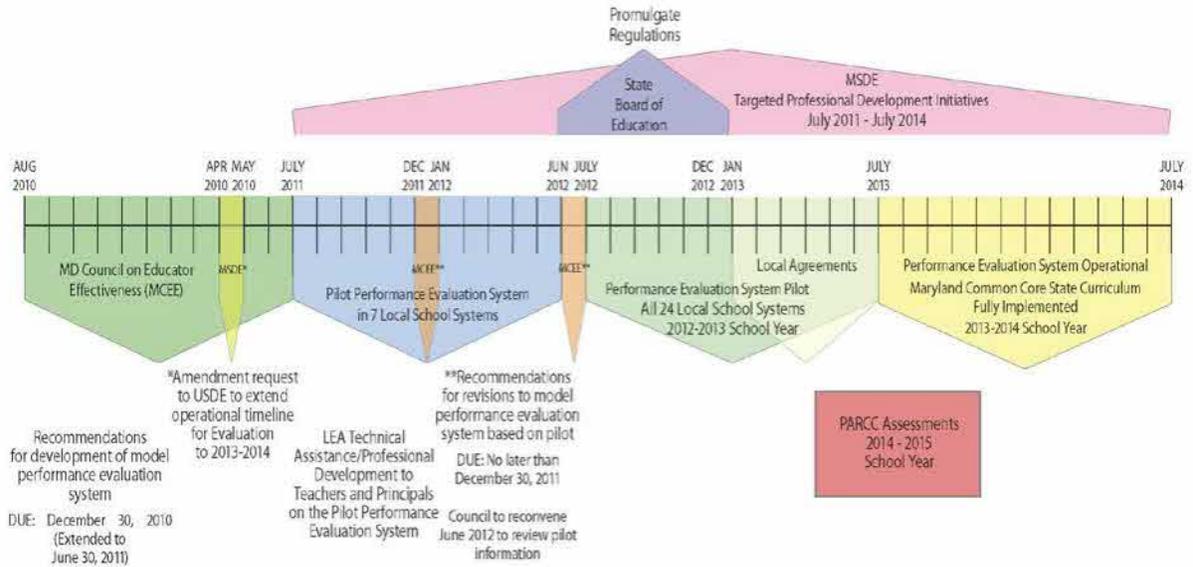
In April 2012, the Governor signed a new Executive Order extending the life of the Council through December 2013 to continue to monitor the pilots and the statewide field testing. The new order can be found in Appendix II- 10.

Race to the Top Amendment

As the Council began its work, it became evident that it needed more time to complete its charge than originally conceived. As such, the Council requested of the Governor an extension to the original timeline (December 2010) to June 2011 to present its recommendations for the new model system (Appendix 3.E). Built into this revised timeline is a professional development component for teachers and principals. The new timeline also provides for a 24 month (SY 2011-2012 and SY 2012-2013) pilot project for the new Statewide system of evaluation instead of the original 18 month (second semester of SY 2010-2011 and SY 2011-2012) pilot.

Upon further reflection, the Council became concerned about moving too quickly from a pilot evaluation system being conducted in 7 Local Education Agencies (LEAs) to Statewide implementation without further time provided to the remaining school systems to also develop and pilot their own local evaluation systems in order to seek solutions to unforeseen obstacles and provide high quality professional development. Accordingly, the Council endorsed a proposal from Dr. Nancy Grasmick (Former State Superintendent of Schools) that the Maryland State Department of Education (MSDE) should request an amendment from the United States Department of Education (USDE) to allow an additional year before implementing the Statewide system of evaluation. This is an operational timeline amendment that changed when the new system would be State mandated. That amendment was submitted to USDE on April 22, 2011, and was approved on June 17, 2011. The timeline below describes the relationship between and among the work of the Council, pilot LEAs, professional development activity, development of regulations, local agreements and the actual implementation of the Statewide system of evaluation.

Timeline for Implementing Model Performance Evaluation System

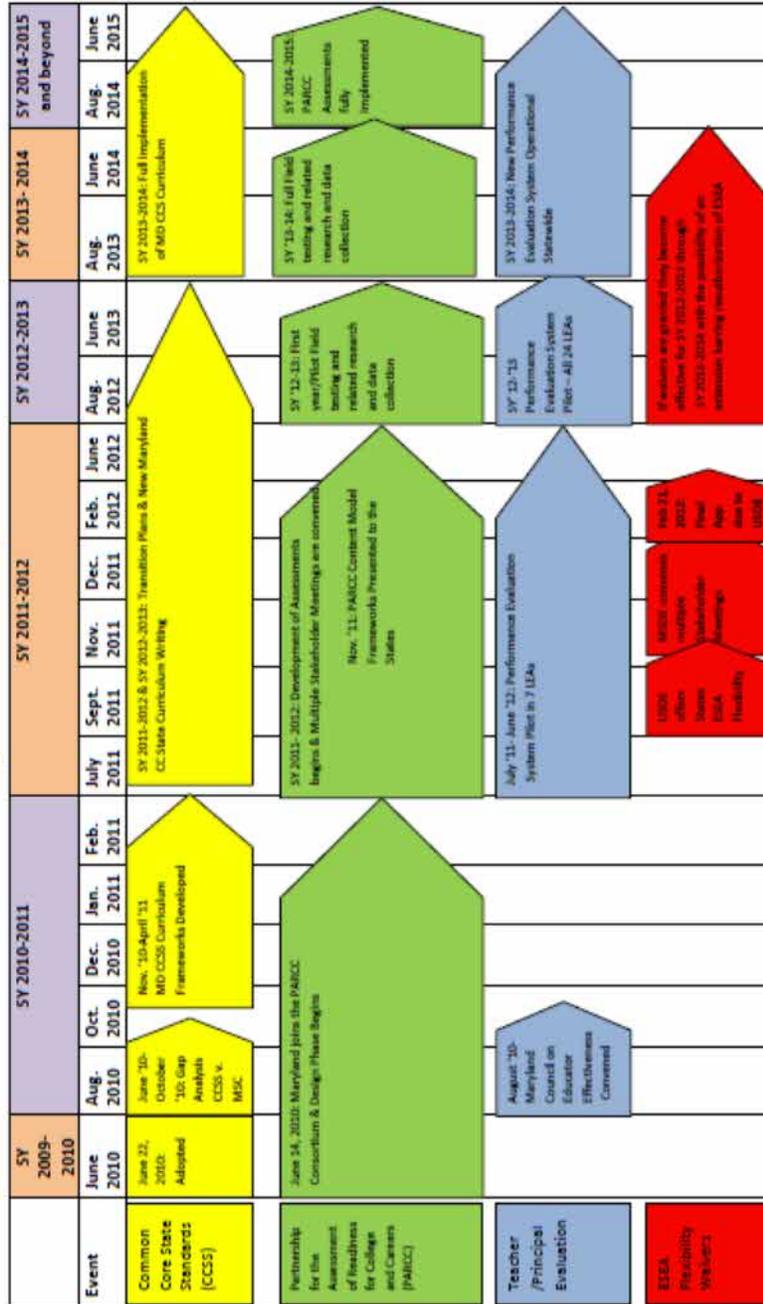


UPDATE: June 29, 2011

This timeline is also available in full size in Appendix 3.F. A further timeline to reflect the relationship between the Common Core State Standards and the Teacher/Principal Evaluation Model can be found below and is also available in Appendix C-6.

1/3/2012

Maryland's Third Wave of Reform: Timeline (Critical Elements)



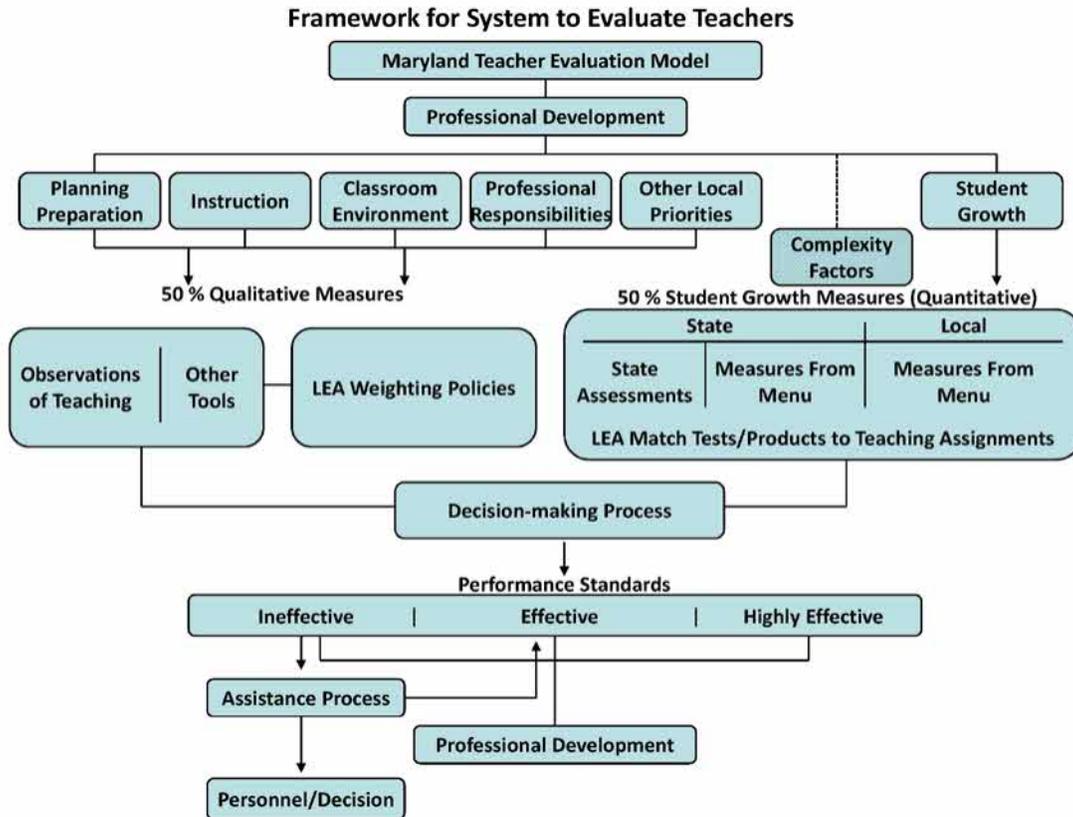
MEEC Interim Report- Framework: Evaluation of Teachers and Principals

In June 2011, after meeting 17 times beginning August 2010, the MEEC offered an interim report to the Governor on their progress to date. The report “*Maryland Council for Educator Effectiveness Initial Recommendations Statewide Educator Evaluation System*”, offered a framework for the model of evaluation of teachers and principals.

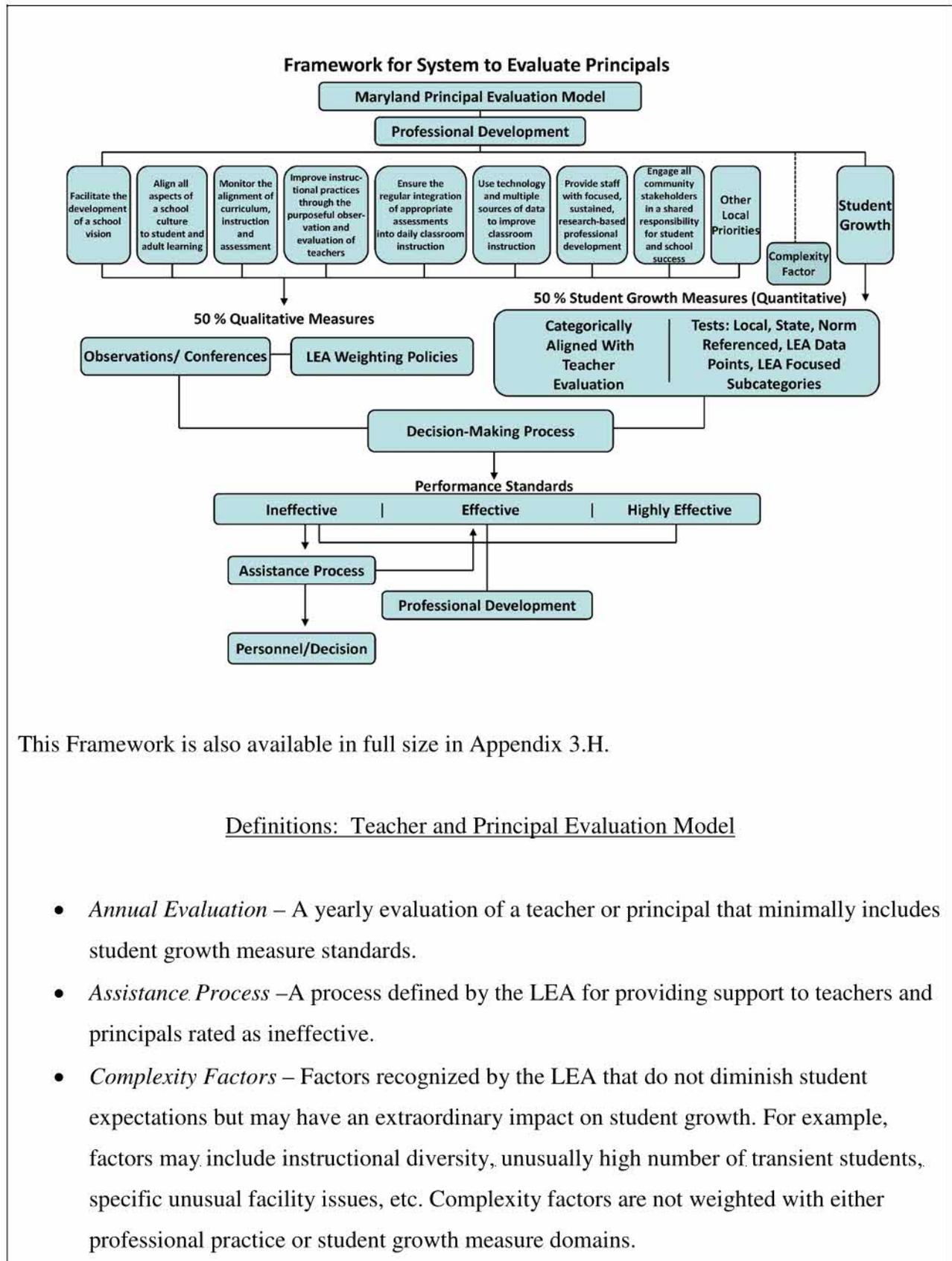
After several discussions at Council meetings about the suggested components of an effective yet flexible Statewide evaluation system, the Council endorsed two separate frameworks and definitions that accompany those frameworks (below). The first framework lays out graphically the components of a model for teacher evaluation in Maryland. The framework has at its core a professional development component. It includes four qualitative measures (planning and preparation; instruction; classroom environment; and professional responsibilities). The framework also allows for the inclusion of other local priorities in addition to the four qualitative measures to take into account other areas for which LEAs wish to hold teachers responsible. This component of the evaluation is 50%. The other 50% is the student growth component. It provides for consideration of complexity factors (see definition below) recognized by the LEA. The framework yields a decision-making process based on performance standards. Once again, professional development is included, with the caveat that such professional development is important for all teachers, not just those who are rated ineffective. Continuous improvement is the key to sustainable change.

The principal framework is similar to the first in design, but does have different components because of the nature of the job of a principal. Once again, at its core is professional development. For the qualitative measures, the framework includes specifically the eight outcomes in the Maryland Instructional Leadership Framework. As with the teacher framework, the principal framework yields a decision-making process based on performance standards. Targeted professional development is provided based on needs identified in the evaluation. Similar to the teacher professional development, such assistance for principals is intended for all principals, since the model is based on the premise that all principals can

continue to improve. The definitions page provides clarity to the various elements of the two frameworks, and combined with those frameworks and the General Standards provide the basis for the Statewide system of evaluation.



This Framework is also available in full size in Appendix 3.G.



- *Decision Making Process* – The process by which an LEA utilizes the data, both qualitative and quantitative, for determining a teacher’s or principal’s level of performance and targeted professional development.
- *LEA Match Test/Products to Teaching Assignments* – Assessments, selected by the LEA for grade level or content area teachers from the menu of multiple measures, which align with a teacher’s assignment.
- *LEA Weighting Policies* – Policies set by each LEA indicating the percentage the LEA will assign to each of the qualitative measures. Qualitative measures account for 50% of the total evaluation.
- *Measures From Menu* – The list of options that were part of the report of the Maryland Council for Educator Effectiveness that may be used to measure student growth (see table below). The list is not meant to be exhaustive, but to offer suggestions.
- *Mentoring* – Ongoing support provided to teachers and/or principals by a cadre of mentors trained by the LEA to provide teachers and/or principals with the knowledge and skills necessary to be successful in their classroom and schools and enable them to stay in the profession. Mentoring should be focused, systematic, ongoing, high quality, geared to the needs of the employee being mentored, include observations, and include feedback.
- *Observations of Leadership* – The process by which a trained evaluator has formally observed the qualitative measures of instructional and administrative leadership for each principal being evaluated.
- *Observations of Teaching* – The process by which a trained evaluator has formally observed the qualitative measures of teaching for each teacher being evaluated.
- *Other Tools* – Qualitative data collection tools in the classroom and school that produce sufficient data from which a teacher or principal may be evaluated on all or part of the domains of the teacher and/or principal evaluation model.
- *Performance Standards* – Levels of teacher or principal performance resulting in a final rating of ineffective, effective, or highly effective on the individual’s evaluation.
- *Professional Development* – The training a teacher and/or principal receives relative to the teacher’s and/or principal’s level of performance. It should be research-based, high quality, timely, and relevant.

- *Qualitative Measures (Teacher)* – Observable measures and evidence, accounting for 50% of a teacher’s evaluation, which must include the following domains: planning/preparation, instruction, classroom environment, professional responsibilities, and other local priorities if appropriate.
- *Qualitative Measures (Principal)* – Observable measures and evidence, accounting for 50% of a principal’s evaluation, which must include: school vision, school culture, alignment of curriculum, instruction and assessments, instructional practices, appropriate assessments, technology and multiple sources of data, professional development, engagement of community stakeholders, and other local priorities if appropriate.
- *Quantitative Measures* – Data specific measure which results from students’ performance on approved State or LEA multiple measures of student performance.
- *State Assessments* – State assessments as required by state or federal laws and/or regulations.
- *Student Growth Measures* – Multiple measures of student academic and affective outcomes directly related to the teacher or principal. These measures account for 50% of a teacher’s or principal’s evaluation.

Menu of Sample Growth Measures

This table of options was part of the June 2011 Interim Report of the Maryland Council for Educator Effectiveness. It is not meant to be a comprehensive menu.

Maryland Council for Educator Effectiveness – Sample Growth Measures

	High School	4-8 Tested	4-8 Non-Tested	PrK-3
State Assessments	W H E R E A P L I C A B L E			
Portfolio	<ul style="list-style-type: none"> Portfolio – student work Portfolio – teacher work 	<ul style="list-style-type: none"> Portfolios 	<ul style="list-style-type: none"> Portfolios – student portfolios/sampling 	<ul style="list-style-type: none"> Portfolios
Projects/Products	<ul style="list-style-type: none"> Projects: Locally Graded, State Checked, Performance Task Intervention Assessments (Wilson Reading, Lexia Lev) 	<ul style="list-style-type: none"> Cross curricular projects Research-based interventions 	<ul style="list-style-type: none"> In class projects (Science Fair, Class labs, Problem-based projects) 	<ul style="list-style-type: none"> Culminating Project Summative Checklists (K)
Test Products	<ul style="list-style-type: none"> College/Career Readiness Tests SAT, AP, Accuplacer, IB, PSAT SLO – Pre/Post test; Standardized mid-term LEA or school developed Reading Level Tests Certification tests Benchmarking tests LAS Links Fitness Gram, Pfitzke for Life, Physical Education Metrics 	<ul style="list-style-type: none"> Writing – Artificial Intelligence or teacher scored; Cross Curricular Benchmarking tests Unit Assessments Early Reading Inventories Math Inventories Language Proficiency Assessments LAS Links Modified Assessments 	<ul style="list-style-type: none"> Pre-Post Assessments Local Assessments – quarterly/other Oral Assessments 	<ul style="list-style-type: none"> Dibels Benchmarking tests Quarterly assessments Quarterly Reading Assessments Sight work assessments Basic facts Quarterly assessments
Performance		<ul style="list-style-type: none"> Performance based – cross curricular 	<ul style="list-style-type: none"> Small Group video (performance, ex. drama, music group, individual students, special education) Adjudication (Ensembles, Choir) 	

InTASC Standards

Concurrent with the work of the Maryland Educator Effectiveness Council (MEEC) has been the ongoing work of the Council of Chief State School Officers (CCSSO), through its Interstate

Teacher Assessment and Support Consortium (InTASC). The InTASC standards (http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf) are described as model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world. They are intended to be an outline of the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The MEEC fully endorsed the use of the InTASC Standards.

The Division of Special Education and Early Intervention Services (DSE/EIS) has a Professional Development Online Tracker (PDot) based on the Council for Exceptional Children and InTASC standards available on Maryland Learning Links. PDot is a free tool designed for Maryland general or special education teachers who work with students with disabilities. It helps teachers assess their own teaching in relation to the 10 standards from “Stages of Professional Development” (a continuum based on the standards which has indicators for each InTASC principle/standard and 5 levels of proficiency), and then provides teachers with specific resources – based on that self-assessment – to address the areas where they want/need to grow as a professional. This is currently a voluntary self-assessment tool MSDE will consider for use as part of the evaluation process.

Because the InTASC standards generally align well with the Framework for Teachers, the Council endorsed them as ones that should be embraced by teachers as they maximize learning in a transformed vision of teaching and learning. The 10 standards are:

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create

environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Pilot Teacher Evaluation Programs

Maryland's goal is to ensure the majority of teachers and principals in its public schools are not only evaluated as being effective, but *are* effective. A lynchpin in the State's overall strategy for

creating a truly world-class education system, this new evaluation system will: (1) collect information about how every educator impacts student growth and achievement; (2) count student achievement growth as the single most significant factor, accounting for 50 percent, of the evaluation of teachers and principals; (3) combine information about student learning with high-quality, more consistent observations of teachers' and principals' skills, knowledge, and leadership by better-trained supervisors; (4) empower schools to better support educators and strengthen their practices, compensate exceptional teachers and principals, and remove those who clearly are ineffective; and (5) help Maryland identify and deploy the best teachers and principals to the neediest schools.

Student Growth Measures

The State Board of Education specified that student-learning gains should comprise 50 percent of the evaluation. Currently, Maryland is in the pilot phase with the seven pilot school districts that will result in Statewide pilot in 2012-2013 and then full implementation of this new standard by the 2013–14 school year.

Clear approaches to measuring student growth (intermediate strategy and long-term strategy): State leaders recognize that using student growth data in teacher and principal evaluations requires thoughtful planning and engagement among key stakeholders and psychometrically valid instruments and analytics. Compounding the challenge, Maryland (like many other states) is implementing its new educator evaluation system even as it plans to convert to a new student assessment system that measures Common Core State Standards and will be developed jointly with other states. These new assessments will be specifically designed to measure growth with summative assessments. MSDE envisions a system of growth measures that are flexible to accommodate various types of growth data, and will provide alert data for students not making progress during the school year.

MSDE will calculate the *progress each school makes in closing overall achievement gaps* as measured by the Maryland State Assessment (MSA) for elementary and middle schools and in end-of-course exams in algebra, biology, and English (as measured by the end-of-course High School Assessments for high school. MSDE has determined that virtually every school has an

achievement gap for at least one group of students (e.g., low-income, minority, special education); this measure reinforces the need to ensure educators are helping students make sufficient growth to close these gaps. Again, the State’s experience developing and using these types of indices began with the Maryland School Performance Assessment Program (MSPAP) results which gives MSDE existing capacity and expertise to make these school-based calculations.

The rubric (below) was developed by the Assessment and Accountability Comprehensive Center and has been adapted for specific application in Maryland. Pilot districts received this rubric as an example of criteria that could be used to evaluate the suitability of student growth measures in a teacher evaluation system. While it is acknowledged that many existing measures may not meet all of the criteria, the rubric can help districts select the measures that are most appropriate for initial implementation and offer guidance on how the measures can be improved.

Criteria for Reviewing Measures of Student Growth

Criteria	1	2	3	4
Alignment to Standards	The measures reflect the full depth and breadth of targeted MD grade-level standards	The measures partially reflect the depth and breadth of targeted MD grade-level standards	The measures are not aligned to targeted MD grade-level standards	No or insufficient evidence to judge
Reliability Items	There are sufficient items to enable reliable measurement (at least 5 for each intended subscore)	There are multiple but insufficient items for reliable measurement	The number of items is clearly insufficient for reliability	No or insufficient evidence to judge
Reliability: standard procedures	There are standardized procedures for <i>both</i> a) when the test is administered <i>and</i> b) the time allocated for the test	There are standardized procedures for <i>either</i> a) when the test is administered <i>or</i> b) the time allocated for the test	There are no standardized procedures for <i>either</i> a) when the test is administered <i>and</i> b) the time allocated for the test	No or insufficient evidence to judge
Reliability: scoring of open-ended responses	There are precise scoring criteria related to the performance expectations	There are general scoring criteria that are not specifically related to the performance expectations	There are no scoring criteria related to the performance expectations	No or insufficient evidence to judge
Reliability: rater training	There are clear procedures for training raters of open-ended responses	There are limited procedures for training raters of open-ended responses	There are no procedures for training raters of open-ended responses	No or insufficient evidence to judge
Reliability of Scores	There is evidence that the scores are reasonably reliable	There is evidence that the scores have low availability	There is no evidence of score reliability	No or insufficient evidence to judge
Fairness and Freedom Bias	The items are free of elements that would prevent some sub-groups of students from showing their capabilities	There are some items that contain elements that would prevent some sub-groups of students from showing their capabilities	There are many items that contain elements that would prevent some sub-groups of students from showing their capabilities	No or insufficient evidence to judge

*This rubric should be used in conjunction with the CRESST/AACC brief, *Developing and Selecting Measures of Student Growth to Use for Teacher Evaluation*. This brief provides detailed information about all the criteria and the evidence needed to substantiate them.

These criteria were developed by the Assessment and Accountability Comprehensive Center and have been adapted for specific application in Maryland.

Piloting and refining the growth measures (2011–13): Measures of student growth began being piloted in September 2011 and will continue to be refined through the 2011-2012 and 2012-2013 school years. Maryland is working in close partnership with seven pilot school districts throughout the State: **Baltimore City, Baltimore County, Charles County, Kent County, Prince George’s County, Queen Anne’s County, and St. Mary’s County.** Importantly, three of these districts (Baltimore City, Baltimore County, and Prince George’s County) disproportionately serve the majority of low-income students in Maryland — ensuring that the new evaluation system can accelerate improvement in schools serving the State’s neediest students and efforts to equitably distribute effective teachers and principals. The pilot LEAs presently consist of eighty-three schools, nine hundred and thirty-four teachers, and forty-eight principals. It is representative of multiple school levels, grade levels, team levels, and subject levels; with consideration given to both assessed and non-assessed area educators. Models range from systems identifying a selection of educators across all schools to systems identifying full cohorts of educators within select schools. To varying degrees, six districts are conducting complementary pilot evaluation processes with principals and or assistant principals. . Most are using a variation of existing or recently created evaluation tools to facilitate the validation of the Professional Practice portion of Educator Effectiveness. The seven Pilot LEAs recognize that the “experimental” design of the model allows for unique measures and accomplishments associated with the interests and limitations of each district and that it has the potential to create a valuable collection of evaluative evidence.

The seven LEAs’ experiences over the two-year pilot are also helping to inform any needed course corrections before the system is piloted in all schools throughout the State in the 2012-13 school year and then implemented completely in school year 2013-2014. MSDE and the Maryland Educator Effectiveness Council will collaborate with the pilot districts to gather information and lessons learned to inform the Statewide scale-up.

The seven pilot districts meet with MSDE on a monthly basis to update MSDE and one another on successes and challenges and to make recommendations for revisions to the models. These meetings allow the districts to share with one another, learn from one another, request support

from MSDE and maintain the collaborative approach with which the new evaluation system is being developed.

With the goal of testing and refining the rubrics and measures, the student-growth portion of evaluations during this pilot cycle will be “no fault” without high stakes or consequences attached. However, as part of Race to the Top, participating teachers and principals in the lowest-performing schools are part of an incentive project. Those identified by their local school systems because of their exceptional impact on student growth will qualify for locally negotiated incentives for working in high-poverty/high-minority schools. In the interest of fairness during the pilot period, the participating LEAs will use their current evaluation system.

Two Race to the Top (RTTT) projects support the Student Growth portion of the Teacher/Principal Evaluation model. Project # 28/47 - Develop and Implement a Statistical Model to Measure Student Growth supports Maryland educational reform initiatives by developing and implementing a student growth model so student performance outcome measures may be used in educator effectiveness evaluations. This project assessed the strengths and limitations of various valued added growth models in Year 1. In the current year, Year 2, the SEA team has tested the Colorado growth model as a key student growth measure and distributed the data to seven LEAs for use in a no-fault teacher effectiveness pilot. Based on preliminary direction of the LEA pilots, MSDE is consolidating the best practices of the LEAs in order to develop a multi-component State student growth measurement system.

Accomplishments that show evidence of meeting goals/activities and making progress include:

- (1) Preparation of initial requirements document for student growth index method;
- (2) Design of approach using value matrices for non-tested areas to create student growth index;
- (3) Design of State level computation for the combined local plus State multi-component growth measure;
- (4) Installation of the Colorado system with associated data structures to capture and store student growth percentile data from the system, and process of student data for grades 3-8 from years 2007-2011;
- (5) Development of proof-of-concept dashboards showing aggregation and drill down dis-aggregation of growth data from the State to LEA to school to subgroups;
- (6) Completion of system technical architecture to productionalize the system and integrated the data

with teacher effectiveness data to create a single teacher effectiveness measure; (7) Initiation of assessment of short-comings with Colorado models and identification of solutions to improve the measure with the National Psychometric Council; and (8) Initiation of new procurement for psychometric consulting support to facilitate the development of a full student growth measurement system.

The second project, Project # 29/48 - Develop and Implement an Educator Evaluation System develops and implements an educator evaluation system that allows LEAs that do not have a system, to implement a system of fair evaluations that use student performance measures and professional performance measures for administrators and teachers. Year 2 activities include identifying the best administrator and teacher performance measurement practices, tools and methods in Maryland LEAs, procure an educator effectiveness system, and initiate a pilot it in one or more LEAs.

Accomplishments that show evidence of meeting goals/activities and making progress include (1) Survey of LEAs for teacher evaluation tools and procedures; (2) Preparation of strategy and initial requirements document for educator effectiveness measures and a system; (3) Creation of LEA collaboration team to review and participate in the selection of administrator and teacher effectiveness tools and methods; (4) Design of State level computation system to combined local plus State multi-component educator effectiveness measures with student growth measures; (5) Design of a portfolio method for teachers and initiation of a single-LEA pilot; and (6) Matrix that shows the initial identification of administrator rating tools and procedures, teacher rating tools and procedures, and training packages that can meet State LEA needs.

Rigorous, Transparent, Fair Evaluations

The pilot process — and MSDE’s close partnership with the seven school districts to refine the new framework — is an important step to ensuring the fairness, reliability, and rigor of the new system and to identify and work out any problems before the evaluation models are piloted Statewide in 2012 and then implemented Statewide in 2013. Importantly, MSDE and its partner school districts will study the impacts and validity of the new evaluation system by examining key questions, such as: Do ratings of teachers and principals under the new system match what

principals and administrators had expected? Are teachers and principals receiving overall ratings of Effective or better in numbers that are the same, fewer, or more that had been previously rated Satisfactory?

Annual Evaluations that Provide Constructive Feedback-

Maryland's goal is to ensure that all of the teachers and principals in its schools truly *are* effective. Data and anecdotal reports suggest that nearly every educator today is rated Satisfactory — which is not the same as knowing whether principals or teachers actually *are* effective at improving student learning, the most important component of their jobs. For Maryland to achieve its aspiration of having every principal and teacher become Effective or Highly Effective, the State needs to ensure that evaluations happen regularly and that supervisors not only are able to conduct evaluations capably and fairly but also understand how to use the results to provide useful feedback and target appropriate support to those they are evaluating.

Maryland now mandates that all teachers and principals will be required to have annual evaluations on student growth. Under the current system, tenured teachers are evaluated every other year; under the new system, all school districts must follow these guidelines:

- Every teacher and principal shall be evaluated at least once annually.
- Each annual evaluation of a principal shall include all of the components of the evaluation system (student growth, the eight leadership outcomes, and locally-decided priorities).

MSDE will review the Code of Maryland Regulations (COMAR) to address this issue. In the proposed regulation to be submitted to the State Board on March 27, 2012, the annual evaluation process will be that teachers and principals shall be evaluated at least once annually on a three year evaluation cycle, in the following ways: (1) tenured teachers shall be evaluated on both professional practice and student growth in the first year of the evaluation cycle. If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective then in the second year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data. If in the second year of the evaluation cycle a tenured teacher is

determined to be highly effective or effective, then in the third year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data. In the fourth year of the evaluation cycle conducted under these regulations, tenured teachers shall be evaluated on both professional practice and student growth. The cycle will continue as described above. In any year, a principal may determine or a teacher may request that the evaluation be based on a new review of professional practice along with student growth. (2) All non-tenured teachers and all teachers rated as ineffective shall be evaluated annually on professional practice and student growth. (3) Every principal shall be evaluated at least once annually based on all of the components set of the evaluation.

Whenever student growth demonstrates a failure on the part of the teacher or principal to meet targets and earn a rating of Effective, it will trigger additional evaluation of the teacher's or principal's performance and a determination of what intervention and/or supports may be necessary.

Because a high-quality, consistent, Statewide system for evaluating teacher and principal effectiveness has never existed before in Maryland — and because student learning data in particular have not regularly been used by all LEAs in evaluations — Maryland will invest in significant technical assistance to support school districts, and especially those education leaders who supervise teachers and principals, in making the transition.

In Maryland, principal evaluations are performed by a designated executive officer in each LEA, so assistance and support easily can be targeted to the right individuals. In order to determine the kind of assistance that executive officers feel that they need, the Division of Academic Reform and Innovation will be conducting a needs assessment session at the February 2012 executive officers meeting to help drive the design of the professional development. This training in staff evaluations will be designed during spring 2012; regional trainers will be hired to support the 58 executive officers, and support will be offered to every LEA beginning in 2012. Executive officers will help teach principals to evaluate teachers using the new teacher evaluation system; they also will receive continued professional development and support to enable them to improve

the oversight, coaching, and annual evaluation of principals. Executive officers and principals also will receive training in the use of evaluations for promotion, incentives, and removal.

MSDE Teacher/Principal Evaluation Committee

In addition to the MEEC, MSDE established an internal stakeholder group to discuss and monitor the progress of the Teacher/Principal Evaluation Model. This group consists of Cross-Divisional Assistant State Superintendents, State Directors, and State Specialists and is led by the Interim State Superintendent. The focus is on how MSDE can assist the non-pilot districts as they develop their own systems, the seven pilot districts as they continue to experiment and test their models, while also refining the Maryland default model as needed.

This group meets monthly and always one week before the pilots meet. Their main task is to write a report that will help inform the Statewide pilot in 2012-2013 including incorporating lessons learned from the seven pilot districts and designing a Statewide default model. The report will include guidance on the teacher and principal evaluation frameworks, the multiple measures, work and learnings from the pilots, annual evaluation cycles, professional development, dashboards, attributions, certification and training of principals/evaluators, and partnering with the unions.

Teacher Evaluation System: (State Default Model)

Following the initial work of the Council, the internal MSDE Teacher/Principal Evaluation Committee, representatives of MSDE and MSEA Committee, the pilot group and the ESEA Flexibility committee, with input from local superintendents and other stakeholders developed a draft Teacher and Principal State Default Evaluation Model. These models will be shared with the Educator Effectiveness Council.

Local school systems in working with their local unions are encouraged to develop the Teacher Evaluation model that is aligned with the State framework as defined in the report of the Council for Educator Effectiveness and as described above. In the event that the LEA and their union do not agree on a local model, the LEA must adopt the State Default model for Teacher Evaluation. Maryland continues to work on finalizing the State Teacher Evaluation Model and

all of its components. A copy will be provided upon completion.

Professional Practice (50%)

The State Model is designed to promote rigorous standards of professional practice and encourage professional development for teachers and administrators. As described, the teacher evaluation model is divided into two sections - professional practice (50 percent) for the qualitative portion and student growth (50 percent) for the quantitative portion. The Charlotte Danielson Framework for Teaching is to be used as the framework for the professional practice section for teachers. The Framework for Teaching is divided into four domains of professional practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The LEA that selects the State Model is expected to fully implement a teacher evaluation design that assesses the four domains and the 22 Components within those four domains. Similar to teachers, the Administrator Evaluation model is also divided into two sections -- professional practice (50 percent) for the qualitative portion and student growth (50 percent) for the quantitative portion. For principals, the LEA will use the Maryland Instructional Leadership/Communications, Management, and Ethics Framework elements as the basis for the professional practice section.

Design of the Evaluation Process

In Maryland, many LEAs already incorporate the Danielson Framework for Teaching into their teacher evaluation process. Therefore, LEAs choosing the State model may continue to use observation and evaluation instruments already in use as long as those instruments fully assess the four domains and 22 components (and 76 smaller elements).

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interactions with one another

<p>Component 1b: <i>Demonstrating Knowledge of Students</i></p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>Component 1c: <i>Setting Instructional Outcomes</i></p> <ul style="list-style-type: none"> • Value, sequence and alignment • Clarity • Suitability for diverse learners • Balance <p>Component 1d: <i>Demonstrating Knowledge of Resources</i></p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>Component 1e: <i>Designing Coherent Instruction</i></p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>Component 1f: <i>Designing Student Assessments</i></p> <ul style="list-style-type: none"> • Congruence with instructional goals • Criteria and standards • Use for planning • Design of formative assessments 	<p>Component 2b: <i>Establishing a Culture for Learning</i></p> <ul style="list-style-type: none"> • Importance of the content • Student pride in work • Expectations for learning and achievement <p>Component 2c: <i>Managing Classroom Procedures</i></p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of non-instructional duties • Supervision of volunteers and paraprofessionals <p>Component 2d: <i>Managing Student Behavior</i></p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>Component 2e: <i>Organizing Physical Space</i></p> <ul style="list-style-type: none"> • Safety and arrangement of furniture • Accessibility to learning and use of physical resources
<p>Domain 3: Instruction</p>	<p>Domain 4: Professional Responsibilities</p>

<p>Component 3a: <i>Communicating With Students</i></p> <ul style="list-style-type: none"> • Directions and procedures • Use of oral and written language • Expectations for learning • Explanations of content <p>Component 3b: <i>Using Questioning and Discussion Techniques</i></p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>Component 3c: <i>Engaging Students in Learning</i></p> <ul style="list-style-type: none"> • Representation of content • Activities and assignments • Grouping of students/structure and pacing • Instructional materials and resources <p>Component 3d: <i>Using Assessment in Instruction</i></p> <ul style="list-style-type: none"> • Student self-assessment and monitoring of progress • Assessment criteria • Monitoring of student learning • Feedback to students <p>Component 3e: <i>Demonstrating Flexibility and Responsiveness</i></p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 	<p>Component 4a: <i>Reflecting on Teaching</i></p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>Component 4b: <i>Maintaining Accurate Records</i></p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>Component 4c: <i>Communicating with Families</i></p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>Component 4d: <i>Participating in a Professional Community</i></p> <ul style="list-style-type: none"> • Relationships with colleagues • Service to the school • Participation in school and district projects • Involvement in a culture of professional inquiry <p>Component 4e: <i>Growing and Developing Professionally</i></p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>Component 4f: <i>Showing Professionalism</i></p> <ul style="list-style-type: none"> • Service to students • Advocacy
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- Decision making
- Integrity and ethical conduct
- Compliance with school and district regulations

Several LEAs in Maryland utilize rubrics that assist administrators in describing and categorizing teachers' professional practice as a result of classroom observations. Such rubrics represent a critical resource for both teachers and evaluators because they paint a vivid portrait of professional practice at differing proficiency levels. Rubrics also ensure that both evaluators and teachers share a common language in assessing professional practice. An example of one such rubric, from the Howard County Public Schools, may be found at the following URL:

http://www.hcpss.org/schools/framework_self_assess.pdf. Maryland State Department of Education staff will assist LEAs seeking to create and/or refine existing rubrics associated with the Framework for Teaching to guide professional development efforts associated with evaluating educators. Ultimately, the Framework for Teaching, when used as the foundation of an LEA's mentoring, professional development, and teacher evaluation processes, links these activities together and assists teachers in becoming more effective practitioners.

As with teacher evaluation systems in Maryland, many LEAs already use the Maryland Instructional Leadership/Communications, Management, and Ethics Framework as the basis for administrator evaluations. Therefore, LEAs choosing the State model may continue to use evaluation instruments already in use for administrators as long as those instruments fully assess the 12 outcomes that comprise that framework. Maryland State Department of Education staff will also assist LEAs seeking to create and/or refine evaluation rubrics associated with the Maryland Instructional Leadership/Communications, Management, and Ethics Framework to guide professional development efforts.

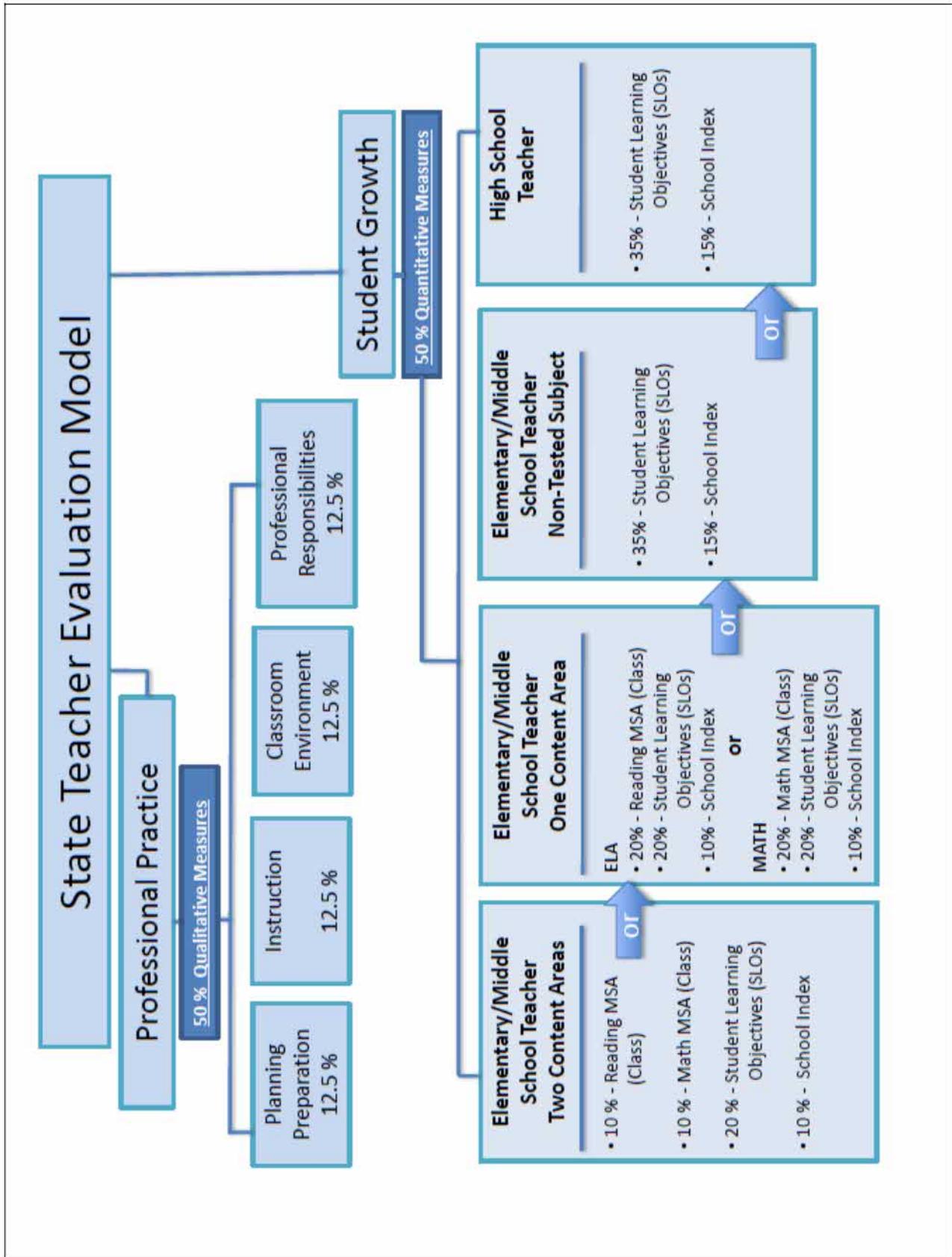
The State model requires that the evaluator assigns a rating of Highly Effective, Effective, or Ineffective for the Professional Practice portion. The weight of each of the domains/outcomes is expected to be equal in the Professional Practice category.

Professional Development

Extensive materials, including videos, webinars and on-line materials are available to support the implementation of these models of evaluation of professional practice. The LEA is encouraged to utilize Title II, Part A federal funds along with local funds to provide necessary professional development and to support these initiatives.

Depending on the continuation of federal Title II, Part A funding, grants to local school systems will include priority for professional learning experiences for teachers and school leaders that are directly aligned with the qualitative components of the teacher/principal evaluation system. The focus of professional development for principals regarding the qualitative components will include outcomes and evidences of practice as delineated in the Maryland Instructional Leadership/Communications, Management, and Ethics Framework. The focus for the qualitative components of professional practice for teachers will include the Charlotte Danielson Framework for Teaching or other locally chosen qualitative framework.

The teacher toolkit portal, developed as part of the Race to the Top grant, represents a significant professional development resource in support of educator evaluation. The Toolkit will provide educators with access to a variety of online and face-to-face professional development, tools that will help them plan their individual professional development plans along with opportunities to collaborate online. It will provide a user friendly resource for teachers and principals to tap professional development resources linked to the Common Core State Curriculum, multiple dashboards for student, teacher and principal performance and teacher and principal evaluation systems...



Student Growth (50%)

Student growth will be determined based on the courses and grade levels a teacher teaches. The State model incorporates the use of the Maryland School Progress Index (described in Principle 2) and Student Learning Objectives (SLOs) (defined more clearly below) to define student growth for the evaluation. Wherever a Statewide assessment exists; it must be used as one of the multiple measures (per Race to the Top). State assessments, if available, will be combined with SLOs and MSDE's approval to yield ratings of Highly Effective, Effective, or Ineffective. The evaluator rates the teacher/principal as Highly Effective, Effective, or Ineffective on the student growth rubric. The metrics that serve as the basis of the evaluation are below.

- For elementary and middle school teachers who teach more than one subject (Option A), the student growth would be calculated by combining the aggregate of 10% of the class reading scores on the Maryland State Assessment (MSA), 10% of the class mathematics scores, 20% of the SLOs and then the remaining 10% comes from the School Progress Index.
- For elementary and middle school teachers who only teach one subject (Option B), the score would still be calculated using 20% from SLOs and 10% from the School Progress Index, however, the final 20% would be calculated from the Class scores of the appropriate subject (Mathematics or English/Language Arts).
- For elementary or middle school teachers who teach in a non-tested content area, their student growth rating would be determined by the SLOs (35%) and the School Progress Index rating (15%).
- High school teachers would derive their student growth rating the same way as non-tested content area teachers. Thirty-five percent comes from their SLOs and 15% from the School Progress Index.

These metrics are also displayed graphically in Appendix 3.I. It is important to note that MSDE is in the process of defining options and strategies for co-teachers in one content all day, self contained special educators like those teaching multiple subjects, and support for special educators in the non-tested areas.

MSDE is finalizing the method of calculation of growth for the Maryland School Assessment. The Assistant State Superintendent for Assessment, Accountability, and Data Systems is meeting

with the Psychometric Council on February 23, 2012 to review the use of student growth percentiles and the Value Matrix. A recommendation will be brought to the Core Team which includes the Interim State Superintendent for approval. Standard setting will be conducted on the teacher evaluation model to determine the process for arriving at the final evaluation based on the inputs as described above. MSDE will update the model with any revisions as needed. The results of the standard setting process and other revisions to the teacher and principal evaluation will be made available upon completion.

Overall Evaluation

The intersection of the Professional Practice rating (50%) and the Student Growth rating (50%) will result in the final evaluation of the teacher/principal.

Student Learning Objectives (SLOs)

The use of Student Learning Objectives (SLOs) is planned to be an integral part of the teacher and principal evaluation process. A student learning objective is a long term academic goal for a group or class of students. SLOs are specific and measurable, based on available prior student learning data, and aligned to State standards, as well as any school and LEA priorities. SLOs should represent the most important learning during the interval of instruction. Objectives may be based on progress or mastery.

SLOs are a solution that can work for all teachers, make a difference in instruction and student outcomes and will support the transition to Common Core State Standards and assessments. SLOs are also helpful in framing the conversations about school improvement and closing the achievement gap.

Student Learning Objectives are not new in Maryland. Today in schools across the State groups of teachers review formative and summative assessments with principals and other school leadership and make instructional decisions based on past and current data and student work. Maryland currently sees teachers conducting teacher research to solve real problems in their classrooms and basing their instructional decisions on data they collect.

In trying to assure quality and clarity Maryland has asked for technical assistance from USDE from the Race to the Top Reform Support Network to capture best practices, models and strategies from Massachusetts, Colorado, Austin TX, and New York. Maryland has also contacted colleagues in Rhode Island who have had SLOs in use to find out what lessons they have learned this year. See Appendix 3.J for the SLO Report for Maryland from the Race to the Top Reform Support Network.

Maryland has an Ad Hoc committee in place that is currently reviewing in-State and out of state models that could be adopted for the State model. Maryland is preparing an informational document on SLOs which will include a general overview of SLOs and the rationale for using them in Maryland’s Educator Evaluation System, a more in-depth detailed explanation of how SLOs will be used in Maryland, and the explicit connection between SLOs and professional practice. In addition Maryland will provide resources and information for all educators on developing SLOs that address the specific needs of all subgroups.

Maryland is committed to making SLOs a focus for evaluating all teachers, but most especially to address teachers who teach in areas that are not tested. The SLO process adds key strengths to an evaluation system, including: providing a model for differentiating teacher effectiveness; establishing a vehicle for improving teaching based on data on student performance and growth; bringing more science to the art of teaching; linking teacher effectiveness to principal effectiveness; connecting evaluation directly to student learning, while respecting teacher professionalism; and enabling teachers and principals to become more systematic and strategic in their instructional decisions to improve the quality of the outcome.

Principal Evaluation System: (State Default Model)

Simultaneous to the development of the teacher evaluation model, MSDE and its stakeholders have been working on a State default model for the principal evaluation system. Similar to the teacher evaluation model, the principal model will be based 50% on growth measures and 50% on Professional Practice Measures.

Growth Measures for Principals (50%).

Cognizant of the fact that growth is and should be measured differently for principals of different types and level of schools; MSDE developed a model that is differentiated based on the type of school a principal leads (see the table below). For elementary and middle school principals, growth will be defined 20% by Student Learning Objectives (SLOs). Similar to the teacher model, these will be developed collaboratively by the principal and the evaluator before the start of the school year and will be based on overall student performance within the school. MSA school-wide reading and mathematics scores will each make up another 10% of this component. The final 10% will be decided based on the Maryland School Progress Index discussed in Principle 2. Since high school principals do not have MSA scores, their growth measures will be based 35% on SLOs and 15% on the Maryland School Progress Index. Finally, principals of Special Education Centers, a PreK-2 school or any of the other types of schools in the State will calculate their growth measure with 35% from SLOs and 15% from the Maryland School Progress Index.

Growth Measures for Principals (50%)

Elementary/Middle Principals	High School Principals	Other Principals (e.g., Special Centers, PreK-2)
Student Learning Objectives: 20%	Student Learning Objectives: 35%	Student Learning Objectives: 35%
MSA Reading: 10%	Index: 15%	Index: 15%
MSA Mathematics: 10%		
Index: 10%		

Professional Practice Measures for Principals (50%)

Professional practice measures for principals will make up the remaining 50% of the evaluation. These measures will have two main components: Providing effective instructional leadership and providing a safe, orderly, and supportive learning environment. Recognizing the important role principals play as instructional leaders, this first component will consist of facilitating the development of a school vision; aligning all aspects of a school culture to student and adult learning; monitoring the alignment of curriculum, instruction, and assessment; improving instructional practices through purposeful observation and evaluation of teachers; ensuring the regular integration of appropriate assessments into daily classroom instruction; using technology

and multiple sources of data to improve classroom instruction; providing staff with focused, sustained, research-based professional development; and engaging all community stakeholders in a shared responsibility for student and school success.

The second professional practice measure involves providing a safe, orderly, and supportive learning environment. This is measured by whether a principal manages and administers the school operations and budget in an effective and efficient manner; communicates effectively in a variety of situations and circumstances with diverse audiences; understands, responds to, and helps influence the political, social, economic, legal, and cultural context of the school community; and promotes the success of every student and teacher by acting within a framework of integrity, fairness, and ethics.

MSDE is developing a series of “Look-fors” for each of the above metrics either by using the evidences in practice in the Maryland Instructional Leadership Framework or the knowledge, dispositions, and performances in the ISLLC Standards.

For the most recent version of the Principal Default Model, please see Appendix 3.K.

Internal Support Mechanisms and Non-Pilot Districts

A variety of technical assistance has been provided to the pilot LEAs in support of their work, mostly through the RTTT funds. Individual visitations have been conducted to each LEA along with combined monthly progress and informational sharing meetings. Electronic networks have been established to facilitate communications, to maintain a reference resource, and to conduct topical Webinar sessions. Teleconferencing has occurred with MSDE and USDE to report progress and to identify immediate and longer range needs for State and national assistance. A second round of visits took place in January 2012 along with a meeting that included a topically driven action agenda.

In preparation for the second year Statewide pilot, the other seventeen LEAs have accepted the invitation to participate in less formal processes to inform and instruct them of the work that is occurring. Upon request, visitations and conversations have been conducted to thirteen of the non-pilot LEAs; with two more scheduled. The purpose of such briefings was to obtain a sense

of what the non-pilot LEAs may be presently doing with the Educator Effectiveness Initiative, what they may be planning, and how MSDE might be of technical assistance concurrent to the seven pilot LEA initiative. Points of contact indicate that the non-pilot LEAs are independently pursuing a number of approaches to crafting a local method for measuring educator effectiveness. The non-pilot LEAs, not unlike their pilot counterparts, are at varying points in their efforts to quantify educator effectiveness. Some are taking full advantage of this year to pursue conversations with their stakeholder groups; realigning local evaluation instruments and initiating discussions about the means for quantifying student growth. Others, equally complying with this year's expectations, are taking the time to converse and consider options while awaiting the outcomes of the seven pilot LEAs.

Both pilot and non-pilot LEAs are committed to the spirit and the intent of the Educator Effectiveness initiative and a positive and productive dynamic is being evidenced between administrative and association personnel.

New Regulations

As mentioned above, new regulations have been developed and were presented to the State Board of Education on March 27, 2012. A copy of these regulations can be found in Appendix II- 11. These regulations address much of what has been and is being learned by the pilots. The regulations will be posted in the State Register for 40 days of public comment in mid-May. It is expected that the regulations will come back to the State Board in July 2012 for any revisions and/or action. The State Superintendent and MSDE will rely heavily on the Maryland Educator Effectiveness Council to identify and develop further recommendations for the framework as needed. The Council will continue to meet throughout the pilots to provide input and advice on these additional issues:

- Guide MSDE's evaluation and research questions throughout the two-year pilot of the new system (one year with 7 districts and one year statewide); and
- Identify by April 2012 corrections and adjustments to the overall design of the State evaluation system — including the guidelines, tools, and measures — before the system is piloted statewide in fall 2012.

Further adjustments to the evaluation system and specific consequences for those rated Ineffective under the new system still need to be enacted into policy in 2012 (and 2013 if additional corrections are needed). It is important to understand that members of the State Board of Education — who are appointed by the Governor — have sole authority within the limits of the law to act on these issues. Maryland leaders are appropriately taking the needed time to seek input from stakeholders to refine and perfect the new evaluation system — and not simply postponing difficult decisions to a distant date or to an uncertain future. The action of Maryland’s General Assembly — combined with the State Board’s broad powers to “determine the elementary and secondary educational policies of this State” and to do so by regulations that have the “force of law” and apply to all school systems (Annotated Code of Maryland, §2-205(b)(1) and §2-205(c)) — ensure Maryland will take action and enact all aspects of the plan outlined above, after conferring closely with stakeholders.

Towards Full Implementation: Refining the Evaluation System and Involving Teachers and Principals:

As part of annual evaluations, school districts will have flexibility to determine how these domains are assessed. They also have the flexibility to suggest additional measures for this 50 percent that reflect unique priorities of their communities. Similar to the non-growth measure component of the teacher evaluation, LEAs will have flexibility in their principal evaluations to determine how best to assess these outcomes, which must be done annually. In addition, LEAs may add attributes of principal leadership (e.g., school-management skills) to these eight outcomes that reflect local priorities. LEAs must work within the framework as described for teachers and principals, must include multiple measures and must have annual evaluations.

Initially each LEA will submit their evaluation model to MSDE for review and approval. In future years as part of the annual Master Plan update process, MSDE will review each LEA’s evaluation framework and exert quality control as needed. Maryland tracks performances at the district level through the Bridge to Excellence program, which requires local school systems to develop and implement a comprehensive master plan, updated annually, as part of receiving increased State funding. Because the Master Plan is reviewed annually by MSDE and LEA staff to ensure that students, schools, and districts are making sufficient progress toward performance

goals, the process serves as an important, high-profile accountability tool in Maryland.

The new Maryland Teacher/Principal Evaluation System will be operational Statewide in September 2013. All twenty-four LEAs will be mandated to participate in the new collaboratively developed system. All revisions to the model will be available.

Update:

Maryland's work on redesigning its Teacher/Principal Evaluation System has been a critical component of Maryland's Third Wave of Education Reform. Please see Appendix II-12 for a timeline of this work. Maryland currently has 7 LEAs piloting different elements of a Teacher/Principal Evaluation model. The information and learnings from these pilots will inform the recommendations for the statewide field test of new Teacher/Principal Evaluation Models by all 24 LEAs in 2012-2013. Maryland has developed a default model for districts that are unable to mutually agree with their bargaining unit on an LEA model.

MSDE has also created the Maryland Teacher/Principal Evaluation Guidebook, an implementation guide to assist LEAs in implementing the new Teacher/Principal Evaluation System in the 2012-2013 school year field test. This guidebook can be found at: http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top/tpeg. Revisions will be made to the Guidebook following the field test and will be distributed for the 2013-2014 full implementation.

The Maryland State Evaluation Default Model will be piloted during the statewide field testing in 2012-2013 by Anne Arundel County Public Schools (AACPS). AACPS is a mid size LEA with a diverse school population which includes Annapolis, the State capital. The components of the 50% student growth portion include MSA results by class, the Maryland School Progress Index, and Student Learning Objectives (SLOs). In addition to AACPS, Calvert and Somerset County LEAs are also field testing the State Model. These are two smaller counties and should provide more varied data on the State Model

Because Maryland decided that SLOs would be a part of the default model, MSDE is prepared to offer professional development on developing and measuring SLOs. Maryland requested technical assistance from USDE to learn how SLOs have been used in the educator evaluation systems across the country. This information has been shared with superintendents and other school system leaders as well as with the Maryland State Educators Association [MSEA] a local arm of NEA. Of the 24 school systems in the state, 23 are MSEA members.

Additionally, MSDE recently sent a team to Charlotte-Mecklenburg, NC, where Student Learning Objectives have been used to measure student outcomes as part of a TIF grant for five years. The team met with Dr. Susan Norwood, Executive Director of the grant. The team also met with teachers and principals to find out from practitioners how effective the SLOs are in increasing student achievement. The team is composed of cross divisional personnel who will implement the professional development model for school systems using SLOs next year and for the Maryland State Teacher and Principal Evaluation System. Team members were chosen because of their ability to plan and conduct professional development for LEA pilot programs and also to impact specific stakeholder groups as well.

The SLO team includes a former LEA superintendent, who will communicate directly with superintendents, a program approval specialist who will connect with teacher and principals preparation programs, a Title I specialist who will communicate with Focus and Priority Title I schools and a Career and Technology specialist who will work with LEA supervisors of these programs to assure effective implementation of SLOs for this diverse population. Dr. Megan Dolan, Mid- Atlantic Comprehensive Center, also is a part of the team and has provided valuable research and contact from across the country.

MSDE is creating a full Professional Development Plan and Timeline for SLOs, Charlotte, Danielson, the School Progress Index, etc. Members of the SLO team already created the following Professional Development Plan for SLOs:

Rev. 4-10-12

*Maryland State Department of Education
Student Learning Objectives (SLOs)
Professional Development Plan Proposal*

Overview

Rationale

As part of the third wave of education reform, the Maryland State Department of Education is developing a model for measuring student growth as one of the factors in determining educator effectiveness and professional development (PD) needs. Educational leaders, policymakers, practitioners and other stakeholders have researched numerous approaches of calculating student growth and attributing that growth to principals and teachers. Based on this exploration, Maryland has elected to gauge student growth with Student Learning Objectives (SLOs). The SLO development process gives principals and teachers time to give careful consideration to students' instructional needs and practitioners' specific PD needs while developing high expectations and attainable goals for what students will learn over a given time period. Developing SLOs gives educators an opportunity to enter into a partnership with fellow practitioners to use student data to inform instructional practice. In addition to developing objectives that can be reliably measured for student growth, SLOs support processes for the following:

- Connecting evaluation directly to student learning, while respecting teacher professionalism;*
- Understanding student's instructional needs as they change;*
- Establishing a vehicle for improving instruction based on student performance and growth data;*
- Bringing more science and research-based practice to the art of teaching;*
- Relating teacher effectiveness to principal effectiveness;*
- Linking operational goals at all levels of education with the focus on student achievement;*
- Providing a mode for differentiating teacher effectiveness; and*
- Improving student achievement by using targeted educational outcomes.*

Because SLOs will be used across all subject areas and grade levels or grade level bands, a strategic PD plan is necessary to ensure that designated school personnel from every Local Education Agency (LEA) are trained on the purpose, structure, benefits and use of SLOs as a tool for closing achievement gaps and improving professional practice.



Maryland State Department of Education
Student Learning Objectives (SLOs)
Professional Development Plan Proposal

SLO Professional Development Philosophy and Plan

Philosophy

Professional development for SLO development and implementation will be offered with the intent to train a cadre of education practitioners within each LEA. This model of training a "local district team" to provide support and technical assistance to their own will enable districts to deliver professional development as needed and within the parameters of their own local PD calendar. An important component of this PD is the training of designated LEA district and school personnel as evaluators in the SLO development process. The evaluator has the role of developing a collaborative relationship with educators while assisting in the writing and assessing of SLOs. This is to ensure that SLO development and implementation address gaps in student achievement, instructional needs of all students' and support for educators' professional development planning. This relationship plays a pivotal role in aligning rigorous and achievable SLO targets with school and LEA improvement goals and the state curricular frameworks while helping to identify specific professional development needs of practitioners to help meet their targets.

In an effort to communicate information about SLOs and the SLO development process, MSDE will provide a combination of online and face-to-face training. This training model will consist of a Pre-Training Webinar that is open to all educators at every level will set the stage for a basic understanding of SLOs. The goals for participants attending the pre-training webinar are to: 1) Develop a common understanding of SLOs; 2) Understand benefits of using SLOs; 3) Learn how SLOs support professional practice; 4) Develop a common vocabulary for measuring student growth; and 5) Prepare for the face-to-face training sessions. Participation in the Pre-Training Webinar is a requirement for participation in the face-to-face sessions because specific instructions will be given on how to prepare and who is appropriate for the next steps in the SLO professional development process. For subsequent training, face-to-face and online follow-up sessions will be held for the local district teams to provide opportunities for authentic practice in developing and implementing SLOs. Separate face-to-face training sessions will be held for executive level LEA administrators as needed. All SLO sessions will be recorded and archived online for asynchronous and synchronous training.

Ongoing professional development will include both face-to-face and online sessions. The Pre-Training Webinar and vital portions of the face-to-face sessions will be archived online for future use. Additional online modules will be created for specific LEA audiences such as Executive Level (Superintendents, Assistant Superintendents, and School Board Members) Principals, Content Area Supervisors, SLO Evaluators and local district teams that include teachers and principals. The online modules will be archived and available for asynchronous and synchronous training.



*Maryland State Department of Education
Student Learning Objectives (SLOs)
Professional Development Plan Proposal*

**Student Learning Objectives (SLOs)
Professional Development**

ONLINE CONTENT	FACE-TO-FACE TRAINING CYCLE & CONTENT
<p style="text-align: center;">Pre-Training Webinar</p> <p>Audience: Administrators, Teachers, Principals, Evaluators, Executive Officers, Human Resources Staff, Content Area Supervisors, Professional Development Staff</p> <p>Time: 60 minutes</p> <p>Availability: Live, Archived-Open Access – Required</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Develop a common understanding of SLOs 2. Understand benefits of using SLOs; 3. Learn how SLOs support principals’ and teachers’ professional practice; 4. Develop a common vocabulary for measuring student growth; and 5. Prepare for face-to-face training sessions: <ul style="list-style-type: none"> • Identify appropriate staff • Registration process • Materials and resources needed 	<p style="text-align: center;">Administrator Training</p> <p>Session 1: Superintendents, Assistant Superintendents, Human Resources Staff</p> <p>Content Overviews: Developing Student Learning Objectives Classroom Focused Improvement Process (CFIP) Aligning Standards and Assessments</p>
	<p style="text-align: center;">Local District Teams Training</p> <p>Session 2: LEA Principals, Content Supervisors, Teachers, SLO Evaluators, Professional Development Staff (Trainers)</p> <p>Content: Developing Student Learning Objectives Classroom Focused Improvement Process (CFIP) Aligning Standards and Assessments</p>
	<p style="text-align: center;">Local District Teams Follow-up Training</p> <p>Session 3: LEA Principals, Content Supervisors, Teachers, SLO Evaluators, Professional Development Staff (Trainers)</p> <p>Content: Determined by District needs</p>

Finally, Maryland has a project in its Race to the Top application that is directly tied to the training of school and district staff. Project 40/15 was originally designed for the training of executive officers in the teacher and principal evaluation system that was to be developed. Its scope has since been expanded. Maryland has hired a Center Coordinator for this project, and is in the process of hiring two regional trainers. The Center Coordinator has travelled to each of our 24 LEAs to ascertain their professional development needs. MSDE also conducted a session at the February convening of executive officers to determine what needs they felt they had. The Center Coordinator and the two regional trainers will work with an outside vendor to design appropriate professional development sessions based on the needs assessments Maryland has conducted. They will then deliver those professional development sessions in regional forums to executive officers. They will also deliver sessions for principals. Because of Maryland's size as a State and our resultant ability to get to each LEA within a three-hour drive, we also intend to offer sessions for individual LEAs as needed. Maryland feels fortunate to have funds for this effort as a result of our Race to the Top grant. We believe that this effort combined with other efforts described herein will provide us the opportunity to reach deeply into each LEA and support them in a way that they consider most important.

Additionally, as part of the plan that each LEA must submit for approval of their Teacher/Principal Evaluation model, the LEA must describe how they will provide professional development on the model to teachers and principals.

Validation

Maryland is committed to continual improvement and will apply that commitment to Teacher/Principal evaluation process. The seven pilots (2011-2012), statewide field testing (2012-2013), Maryland Teacher/Principal Evaluation Guidebook, and MSDE's intention to continually review and revise the system and the models are indicative of the importance Maryland places on an effective Teacher/Principal Evaluation model.

Maryland principals will assist in the validation process of the new evaluation system for teachers. Likewise, the feedback from executive officers will also validate the new evaluation

process for principals. Essentially, Maryland will utilize feedback from those who are in a supervisory role, as they are best positioned, to confirm that the ratings assigned to those whom they evaluate in the new evaluation system appear reasonable based on past practice. Certainly Maryland will use data to assist in this effort as well, but expert professional judgment will be invaluable as Maryland enters this new territory.

Finally, Maryland hired a retired Superintendent as part of the Race to the Top project to work specifically on Teacher/Principal Evaluation. She is the liaison between MSDE and the LEA Superintendents to assist in the transition to the new system. Her position also facilitates increased communication, support, and understanding between MSDE and its LEAs.

Information concerning the operation and effects of the pilots is currently being gathered. An end of year report was designed by representatives from inter-divisional MSDE offices with responsibility for teacher evaluation, professional development, accountability and assessment, and policy to elicit information about the focus of each pilot, the evaluation cycle observed, the measures used for student growth and professional practice, and a general reflection on the process and product including lessons learned. This information will be analyzed, interpreted, shared with stakeholders, and used to guide improvement. Goals and requirements are being established for the field test. The tools to gather this information will be developed and distributed to all LEAs participating in the field test with a timeline for submission.

PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN

4. A REMOVE DUPLICATIVE AND BURDENSOME REPORTING REQUIREMENTS THAT HAVE LITTLE OR NO IMPACT ON STUDENT OUTCOMES

Maryland has a long history of consolidating and reducing reporting. Beginning in the early 1990's, MSDE produced the School Accountability Funding for Excellence reporting compendium of all Federal Programs. This not only reduced the explanatory work necessary for each program but it also forced more coherence between programs, thus bringing more efficiency to the work.

Efficiency is the key, not just reduction of paperwork. Maryland's programs must run smoothly and with great attention to fiscal responsibility. Because of this premise and the understanding from the Maryland General Assembly about the need to consolidate plans, MSDE embarked, in 2003, on the Master Planning Process. Master Plans consist of the ESEA goals, Race to the Top goals, and additional State goals. With each goal there is an explanation of milestones; tracking and analyses of data against these milestones; an evaluation of the successes and challenges; and then a clear path forward to attaining each and every goal including the resource allocation. The original five-year plans are updated annually leading to a constant adjustment of programs and policies that drive excellent schooling in each of the LEAs.

The Guidance document for each year's Master Plan is created with the assistance of an External Advisory Panel. MSDE staff begin meeting with this Panel in February of each year to bring forward any changes to laws, regulations or policies that have occurred since the last Update. This Panel consists of LEA Superintendents, LEA data experts, LEA Assistant Superintendents for Instruction, policy specialists and a variety of MSDE staff that have program responsibilities. This group is forthright and demanding but able to keep the big picture of consolidation in sight. Because each member has responsibilities for producing the Master Plan for their respective LEA, the members are vigilant regarding redundancy and unnecessary additions to the plans. As

the External Advisory Panel meets beginning February 2012 and prepares for the next Master Plan Update, MSDE will ask the Panel to pay particular attention to Principle 4: “Reducing Duplication and Unnecessary Burden”.

The annual Master Plan Guidance is distributed in early spring each year with preloaded data from previous years. As soon as the current year’s data is available it is provided so that all LEAs work with approved, MSDE data. The planning and writing happens throughout the summer with the formulaic Federal Grant portions due in August and the complete Master Plan due in October. The August submissions are reviewed by specialists in the program and the complete Master Plan is reviewed by panels of experts from both MSDE and the LEAs. This panel work allows for another feedback loop not only to assure that LEAs have viable, realistic goals and plans to meet them but that MSDE uses the most efficient process to gather this information.

Final Master Plan Updates are approved by the Superintendent based on the recommendation of the panel. A summary of the plans is then presented to the State Board of Education, the Governor and the leaders of the Maryland General Assembly. The local Master Plans are used by the LEAs to inform the funding agents in their districts and to report to the public the progress they are making and their commitment to continue to address disparities. These multiple uses are yet another example of how this process reduces paperwork because without it each of the LEAs would have to prepare and each of the constituencies above would have to receive and review a separate report.

Reviewers will find references to Master Plan reporting throughout this application. With nine years of experience with this process MSDE has learned the power and the efficiency of one vehicle for describing the direction of schooling in Maryland.

MSDE will continue to look for additional ways to reduce paperwork. Again, this reduction will always be for the betterment of the program, not just so that paperwork is reduced.

ADDENDUM #3-B

TPE ESEA Extension and RTTT Amendments

TPE Amendment #1: To Change State Teacher and Principal Evaluation Models

Discussion

In spring of 2012, Maryland developed State and Local Teacher and Principal Evaluation Models using assessment parameters that reflected 50% Professional Practice and 50% Student Growth. The Professional Practice portion for teachers included minimum component measures of Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibilities. The parallel portion for principals included the Maryland Instructional Leadership Framework Domains. Similarly, the Student Growth portion was comprised of multiple measures that included a 20% component measure of the Maryland School Assessments (grades 3-8 Reading and Math) and allowed component measures of the School Progress Index (Principle 3 ESEA), Student Learning Objectives, and other objective measures of student growth and learning that were linked to state and/or local goals.

The School Progress Index, approved as part of the ESEA waiver Principle #2, is a school wide collective measure of achievement, growth, gap, and college and career readiness. It was originally designed for school accountability. Standard setting was conducted in February 2012 to determine the recommendations for the weights of the elements within each component and for the three components of the elementary/middle and high school index. The five performance Strands that resulted from the School Progress Index were then proportionately applied to a 10% state evaluation value.

Student Learning Objectives were also determined to be a percentage of the student growth component in the state model and for the majority of the school systems in the new Teacher Principal Evaluation systems.

On August 30, 2012, the Maryland State Department of Education submitted a letter of amendment (approved January 9, 2013) increasing the contribution of Student Learning Objectives and decreasing the contribution of the School Progress Index. This amendment was intended to tighten the alignment between the state principal and teacher models. United States Department of Education's letter of

amendment approval was conditional to the requirement that Maryland use data from assessments required under Title 1 of ESEA (Maryland School Assessments and eventually PARCC) in determining student growth in teacher and principal evaluation and that the State implement guidelines that require each high school teacher in tested areas and each high school principal include at least one Student Learning Objective with a Maryland High School Assessment data point on student performance in evaluation systems.

Field Testing

The purpose of the Field Test was to provide a collaborative and innovative platform for Local Education Agencies to develop and test components of their teacher and principal evaluation systems thereby ensuring readiness for full implementation of the new teacher and principal evaluation systems in school year 2013-14. As such, it was always anticipated that relevant changes in local and state models would emerge from lessons learned from these experiences. The outcomes of the Field Test experience were to demonstrate that intended models were approvable and could result in teacher and principal ratings. To facilitate this process, monthly Field Test meetings were conducted with teams from the twenty-four Local Education Agencies. These meetings engaged participants in collaborative group problem identification and problem solving scenarios designed to move districts closer to operational consistencies and implementation readiness as measured by effectiveness ratings at the conclusion of the Field Test period. By the end of March 2013, more than 8,600 teachers (14% of the State population) and principals (26% of the State population) had participated in the Field Tests with resultant ratings of Highly Effective, Effective, and Ineffective. With functioning models in place, authentic incubators were available to identify data trends and to conduct various investigations. Simulations were conducted using the School Progress Index to test the impact of collective measures on individual teacher performance ratings, to investigate cohorts to determine the extent of shared measures on teacher rating scores, and to execute trials to refine the measurement and translation of student assessments for application in teacher and principal evaluation.

At the same time a cross-representative stakeholder group was created at the direction of superintendents, to craft recommendations for incorporating high school assessments into the evaluation of high school tested area teachers and high school principals. From January to April, the workgroup, conducted meetings both independent and inclusive of various focus groups. They explored approaches for employing the high school assessment data as both a lag and annual measure in evaluation. A report of their findings and recommendations was presented to and accepted by local superintendents on May 3, 2013.

Findings

Through repeated simulation and investigation, the Maryland State Department of Education learned that the introduction of the School Progress Index into teacher evaluation provided a positive contribution to only 5% of the teachers. The State also learned that

its methodology for translating student test scores into growth measures, using the revised Maryland Tiered Assessment Index, was performing with precision and would tend to break when appropriate to the benefit of teachers and principals. Increased confidence in the contribution of the Maryland Tiered Assessment Index combined with reservations about the contribution of the School Progress Index has led Maryland to eliminate the School Progress Index from the state model. The State further believes that the indicators within the School Progress Index can be better elevated through the Student Learning Objective process which can be linked to district goals and school improvement plans specific to the needs of the school community and the individual classroom. The State also believes that the increased evaluation value that can be attributed to Student Learning Objectives provides greater incentive for teachers and principals to address issues related to gap reduction, achievement, growth and readiness for college and careers, than did the School Progress Index.

The State further accepts the workgroup's suggested model for the application of high school assessments into evaluation which is based upon two annual data Student Learning Objective measures and one lag data Student Learning Objective measure and expands this concept across the State teacher and principal evaluation models to bring consistency and fairness to all teachers and principals.

Recommendations

The Maryland State Department of Education requests that USDE approve amending the Maryland State Teacher and Principals Evaluation Models to reflect the attached model designs (see attached). The approval of this amendment further increases the alignments and brings all 24 Local Education Agencies into compliance with the state model frameworks, allowing the Maryland State Department of Education to focus the delivery of professional development and technical assistance to districts during the 2013-2014 and 2014-2015 school years. The State further recommends moving oversight of Project 40-15, which focuses on the delivery of professional development services to executive officers, to the greater Teacher and Principal Evaluation project.

State Teacher Evaluation Model

Professional Practice

Student Growth

50 % Qualitative Measures
 Domain percentages proposed by LEA and approved by MSDE

50 % Quantitative Measures
 As defined below

Planning and Preparation
12.5%

Instruction
12.5%

Classroom Environment
12.5%

Professional Responsibilities
12.5%



Amendment Pending

Elementary/Middle School Teacher Two Tested Areas

20% MSA Lag Measure based on 10% Reading **and** 10% Math
 15% Annual SLO Measure as determined by priority identification at the district or school level
 15% Annual SLO Measure as determined by priority identification at the classroom level

or

Elementary/Middle School Teacher One Tested Area

20% MSA Lag Measure based on either 20% Math **or** 20% Reading
 15% Annual SLO Measure as determined by priority identification at the district or school level
 15% Annual SLO Measure as determined by priority identification at the classroom level

or

High School Teacher Tested Subjects

20% SLO Lag Measure based on HSA Algebra, HSA English 2, HSA Biology, or HSA American Government and including an HSA data point
 15% Annual SLO Measure as determined by priority identification at the district or school level
 15% Annual SLO Measure as determined by priority identification at the classroom level

or

K-12 Non-Tested Area/Subject Teachers

20% SLO Lag Measure based on School Progress Index Indicators (Achievement, Gap Reduction, Growth, College and Career Readiness), Advanced Placement Tests, or similarly available measures
 15% SLO Measure as determined by priority identification at the district or school level
 15% Annual SLO Measure as determined by priority identification at the classroom level

State Principal Evaluation Model

Professional Practice

50% Qualitative Measures
12 Domains Each 2-10%

Maryland Instructional Leadership Framework (8)

- School Vision
- School Culture
- Curriculum, Instruction, and Assessment
- Observation/Evaluation of Teachers
- Integration of Appropriate Assessments
- Use of Technology and Data
- Professional Development
- Stakeholder Engagement

Interstate School Leaders and Licensure Consortium (4)

- School Operations and Budget
- Effective Communication
- Influencing the School Community
- Integrity, Fairness, and Ethics

Student Growth

50% Quantitative Measures
As defined below



Amendment Pending

Elementary/Middle School Principals

- 20% MSA Lag Measure as determined by 10 % Reading MSA and 10% Math MSA
- 10% School Progress Index
- 10% Annual SLO Measure as determined by priority identification at the district level
- 10% Annual SLO Measure as determined by priority identification at the school level

or

High School Principals

- 20% SLO Lag Measure as determined by 10% HSAs and 10% AP scores, SPI Indicators (Gap Reduction, College & Career Readiness, Achievement), or similar valid delayed measures
- 10% School Progress Index
- 10% Annual SLO Measure as determined by priority identification at the district level
- 10% Annual SLO Measure as determined by priority identification at the school level

or

Other Principals (e.g., Special Center, PreK-2)

- 20% SLO Lag Measure as determined by 10% HSAs and 10% AP scores, SPI Indicators (Gap Reduction, College & Career Readiness, Achievement), or similar valid delayed measures
- 10% School Progress Index
- 10% Annual SLO Measure as determined by priority identification at the district level
- 10% Annual SLO Measure as determined by priority identification at the school level

Local Teacher Evaluation Models 2013-2014*

Professional Practice

Student Growth

50 % Qualitative Measures
Domain percentages proposed by LEA and approved by MSDE

50 % Quantitative Measures
As defined below

Planning and Preparation

Instruction

Classroom Environment

Professional Responsibilities

Additional Domains Based on Local Priorities



Amendment Pending

Elementary/Middle School Teacher Two Content Areas

Either

5 % - Reading MSA (Class)
5 % - Math MSA (Class)
10%- School Progress Index

or

10%- Reading MSA (Class)
10%- Math MSA (Class)

and

30% - LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE

or

Elementary/Middle School Teacher One Content Area

Either

10% - Reading MSA (Class) or
Math MSA (Class)
10% -School Progress Index

or

20% -Reading MSA (Class) or
Math MSA (Class)

and

30% - LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE

or

High School Teacher

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35% .
For tested area teachers, one Student Learning Objective must include an HSA data point.

or

Elementary/Middle School Teacher Non-Tested Subject

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35% .

* MSA/SPI split increases to 15%/5% in 2014-2015 and becomes 20% MSA/PARCC in 2015-2016

Local Principal Evaluation Models 2013-2014*

Professional Practice

50 % Qualitative Measures

Domain percentages proposed by LEA and approved by MSDE

Maryland Instructional Leadership Framework (8)

- School Vision
- School Culture
- Curriculum, Instruction, and Assessment
- Observation/Evaluation of Teachers
- Integration of Appropriate Assessments
- Use of Technology and Data
- Professional Development
- Stakeholder Engagement

Additional Domains
Based on Local
Priorities

Student Growth

50 % Quantitative Measures

As defined below



Amendment Pending

Elementary & Middle School Principals

Either

- 5 % - Reading MSA (School)
- 5 % - Math MSA (School)
- 10%-School Progress Index

or

- 10%- Reading MSA (School)
- 10%- Math MSA (School)

and

- 30% - LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE

or

High School Principals

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35%. One Student Learning Objective must be targeted at HSAs.

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or

Other Principals (e.g., Special Center, PreK-2)

LEA proposed objective measures of student growth and learning linked to state and/or local goals and approved by MSDE; no single measure to exceed 35%. If appropriate, one Student Learning Objective must be targeted at HSAs.

* MSA/SPI split increases to 15%/5% in 2014-2015 and becomes 20% MSA/PARCC in 2015-2016

TPE Amendment #2: To Support Extension of ESEA Flexibility Waiver Discussion

In seeking an extension to Maryland’s ESEA Flexibility Waiver, MSDE must consider how to concurrently satisfy concrete expectations within the one-year extension allowance and intended expectations for TPE beyond the extension. In doing so both USDE and Maryland recognize unknowns that will continue to emerge and be resolved over the next three years. Foremost among these are confidences and proficiencies with Student Learning Objectives as a student growth measure, confidences in the translation and attribution of the PARCC Assessments into student growth measures, and confidences associated with the ability of principals to plan and manage teacher evaluation processes that result in fair effectiveness ratings and effective professional development. All of these must be navigated within Maryland’s continued commitment to teacher and principal evaluation that reflects a 50% measure of Professional Practice and a 50% measure of Student Growth; including a 20% application of Student Growth that is attributed to state tests. To reaffirm Maryland’s commitment to TPE and to satisfy USDE’s conditions for ESEA Flexibility Waiver Extension, Maryland is submitting the attached “Plan for Transitioning Teacher Evaluation from MSA to PARCC Assessments. SY 2013-2014 and SY 2014-2015 demonstrate the one-year extension terms of Maryland’s current Flexibility Waiver and includes allowance for not using state test-associated measures in making personnel decisions. SY 2015-2016 and SY 2016-2017 demonstrate how Maryland will respond to remaining unknowns and confidences in completing its intentions for TPE. It is understood, that test measures from 2014-2015 will serve as baseline data and that subsequent data from 2015-2016 will facilitate the norming of the test measures in 2016-2017. Similar norming will occur annually as additional test data is acquired and analyzed. Annual analysis will further support the review and reconsideration of component measures and values within State and Local evaluation models. Maryland’s intentions, as evidenced in the amended Maryland Models for Teacher and Principal Evaluation, incorporate changes resulting from the 2013 Statewide Field Test in conjunction with the Plan for Transition, accommodate the two Waivers offered by USDE in June 2013, and facilitate annual adjustments to TPE as unknowns become knowns.

Findings

From inception, it was recognized that the transition to the PARCC Assessments would create a two year hiatus on student growth measures attributed to state testing and this disruption in data would require an interim solution for applying student growth to educator effectiveness. It is further recognized that a great deal of practice, discovery, and learning must still occur to shepherd SLOs to fully effective operational status. While on-going instructional awareness and practice will build ever-increasing alignments between the Maryland College and Career-Readiness Standards and the PARCC Assessments, unknowns remain in regard to the resulting construct and conduct of the assessments. The combined impact of the waiver extension and its amendments binds MSDE through SY 2014-2015; while the architecture for SY 2015-2017 demonstrate Maryland’s intentions beyond the Waiver Extension and pending any forthcoming offer of ESEA Renewal. Test measures from 2014-2015 will serve as baseline data and that subsequent

data from 2015-2016 will facilitate the norming of the test measures for application in 2016-2017 evaluation processes. Similar norming will occur annually as additional test data is acquired and analyzed. The State believes that the Transition Plan will meet the criteria of full implementation and benefit TPE as follows:

- Provide a substitute methodology for capturing Student Growth during the two year period when MSA expires and PARCC matures
- Provide a three year period for refining the application and increasing confidence in SLOs as a measure of student growth in the evaluation process
- Provide a three year period for principals and LEAs to develop and refine strategies to effectively manage the capacity requirements of the evaluation components
- Provide an annual timeframe for the analysis and validation of TPE data and methodologies

Recommendations

The Maryland State Department of Education requests that USDE approve amending and extending the current ESEA Waiver for an additional year to reflect the following

	SY 2013-2014	SY 2014-2015
50%	<p><u>Professional Practice</u> <i>Four Component measures</i> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i></p> <p><i>(Counts for personnel decisions)</i></p>	<p><u>Professional Practice</u> <i>Four Component measures</i> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i></p> <p><i>(Counts for personnel decisions)</i></p>
30%	<p><u>Student Growth</u></p> <ul style="list-style-type: none"> • <i>One or more SLO</i> • <i>Approved Local measures</i> <p><i>(Counts for personnel decisions)</i></p>	<p><u>Student Growth</u></p> <ul style="list-style-type: none"> • <i>One or more SLO</i> • <i>Approved Local measures</i> <p><i>(Counts for personnel decisions)</i></p>
20%	<ul style="list-style-type: none"> • <i>Translation of 2013 MSA assessments to a growth measure by applying MTAI in Sept 2013 for application to Spring 2014 evaluations.</i> <p><i>(Does not count for personnel decisions)</i></p>	<ul style="list-style-type: none"> • <i>Use of 2014 MSA assessments to inform district or school level SLO for application to Spring 2015 evaluations</i> <p><i>(Informs personnel decisions)</i></p>

The approval of this amendment further increases model alignments and brings all 24 Local Education Agencies into compliance with the state model frameworks, allowing the Maryland State Department of Education to focus the delivery of professional development and technical assistance to districts during the 2013-2014 and 2014-2015 school years.

Maryland
Appendices III
March 31, 2015
REVISED June 24, 2015

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MSDE Response to Comments after Posting

Maryland ESEA Renewal LEA and Stakeholder Comments/Questions and MSDE Responses

Principle	Comment/ Question	Response
1	<p>What supports will MSDE continue to provide to LEAs? Also, will LEAs be given more flexibility in being able to create opportunities for students based on career demands with further opportunities to work with industry leaders towards certification</p>	<p>As part of its continued commitment, MSDE will provide technical assistance and guidance to LEAs around the implementation of the Maryland College and Career-Ready Standards. Resource materials were developed as part of the “Race to the Top” grant that will help the Department and LEAs sustain the work. Through professional learning opportunities and the use of other federal funds (Title IIA, Title IIB and Title III), the Department will continue to develop resources and activities that enhance the ability of teachers to teach the standards with fidelity and to increase student achievement.</p> <p>In Principle 2, not only is there a continued emphasis on measuring college and career readiness in Maryland high schools, but the proposal to provide opportunities for LEAs to highlight innovative practices and programs as part of the school climate and culture indicator is introduced. MSDE envisions that LEAs will be able to promote individual school success based upon programs that support teaching and learning and preparation of students for college and/or career. This preparation may certainly be in the form of work with industry leaders to support students who participate in internships, apprenticeships and certification completion programs.</p>
1	<p>We strongly recommend that Maryland, through the PARCC Governing Board, demand a reduction in the amount of instructional time and resources currently required to administer the PARCC as well as improve PARCC’s ability to inform instruction in a timely manner</p>	<p>As a member of the PARCC governing board, Maryland has expressed concerns about the amount of time that it takes students to complete both the PARCC Performance-based assessment (PBA) and the End of Year (EOY) assessments. The members of the consortia’s state leadership teams that report to the PARCC governing board have begun this conversation and are exploring ways to make changes to the assessment without sacrificing its quality. Also, LEAs continue to have the option of administering the test using paper/pencil for the first three years (2014-2015, 2015-2016 and 2016-2017) if technology resources at the building level remain an issue. With the exception of the first year of administration (2014-2015) when standard setting will occur, Maryland anticipates that future results on the assessments will be provided to LEAs, students, and parents in a timely manner to assist school leaders in making instructional decisions that support teachers and students. MSDE continues to support annual assessments of student and remains committed to the ESEA requirement to annually test and report on student achievement.</p>

1	There must be a reduction in time spent on any annual testing	The discussion by the PARCC governing board and subsequent decisions around testing times will provide a remedy for this issue. MSDE supports annual assessments of students and remains committed to the ESEA requirement to annually test and report on student achievement. (See Assurance 14 in ESEA Renewal Application). However, since annual assessment at the state level occurs at one time during the school year, MSDE plans to review additional annual assessments at the local level to determine ways to effectively evaluate student performance without the need for more benchmark and summative assessments. While the LEAs have control over the types of assessments and frequency of the assessments administered in their LEAs, technical assistance provided by MSDE can provide guidance to LEAs around the effectiveness and the need for assessments that do not prove to impact student achievement positively.
1	Please strongly consider the implementation of the Geometry PARCC	The ESEA flexibility proposal indicates that MSDE will make recommendations to the State Board of Education about assessments at the high school level that will be administered in subsequent years. MSDE recognizes the need to maintain the level of consistent teaching of the mathematics standards as students transition from Algebra I to Geometry to Algebra II. Strong consideration will be given to recommendations that the State Board consider the lapse in an annual assessment in Geometry that bridges student knowledge between the mathematical concepts. However, with such a strong emphasis being placed on the amount of testing required of students, the addition of another test that is not tied to graduation requirements (Algebra I) or college and career determination (Algebra II) will prove difficult to support by some stakeholders.
1	MSEA continues to support the adoption of the Common Core State Standards. Although strong standards are critical to a high quality education, developing aligned curriculum and acquiring CCSS aligned texts and resources still remains a struggle for many of the LEAs.	MSDE recognizes that the adoption of the Maryland College- and Career-Ready (CCR) Standards has necessitated the revising of curricula in English/language arts (ELA) and mathematics. In collaboration with all 24 LEAs, MSDE has created model units, lessons, and lesson seeds in ELA and math. LEAs have the option of using these as models in the writing of their curricula or adapting the actual lessons directly into their own curricula. In addition, as part of this process, teachers from across the state have been trained in writing lessons aligned to the CCR Standards. Many LEAs have said that the training those teachers received has been invaluable to their own curriculum writing. In addition, as part of the summer 2012 Educator Effectiveness Academies (EEA), attendees were trained in adapting lessons to align with the instructional shifts of the CCR Standards. One of the outcomes of that EEA was a project where attendees rewrote an existing lesson using the MSDE

		<p>lessons as models.</p> <p>MSDE has provided LEAs with curriculum writing resources, such as lesson plan templates and evaluative lesson tools such as the Achieve EQuIP Rubric. Training in the use of the EQuIP rubric was provided at the summer 2014 College and Career Readiness conferences and at other Maryland affiliate conferences such as those offered by the Maryland Assessment Group.</p> <p>MSDE has created or procured vendors to create approximately 7000 resources and modules for educators and students. These are currently on the Educator eConnect website. (https://msde.blackboard.com) In addition, through the use of surveys, meetings, and regional symposiums, Maryland is collecting a list of websites and other resources that Maryland educators have found valuable.</p>
1	The procedure for giving PARCC to Special Education students is confusing and conflicting	<p>The Division of Curriculum, Assessment and Accountability and the Division of Special Education/Early Intervention Services have worked collaboratively to ensure that clear communication and learning opportunities are provided to local leaders, general and specialized educators, as well as families to understand the new accommodation guidelines and policies for the administration of the PARCC assessment for students with disabilities. MSDE recognizes and supports the need for continued dialogue and opportunities for responsive training based on the identified requests of the LEAs.</p> <p>Instruction and assessment accommodations will continue to be identified through the Individualized Education Program (IEP) team process in alignment with the built-in PARCC accessibility features and the allowable accommodations based on the individual needs of the student. MSDE will provide technical assistance to LEAs through the use of webinars and face-to-face meetings to convey a clear understanding of the policies for test administration and the use of accommodations for individual students as part of daily instruction.</p>
1	Florida received a two year waiver for ELLs with respect to their statewide assessments. If we haven't already done so, we need to request the same time line. How is the time necessary prior to taking a mainstream different than it is in Maryland? It is not different	<p>MSDE did not include the same request for the two year waiver for English Language Learner (ELL) students as Florida because the final Florida waiver was not approved by the United States Department of Education (USDE) until December 22, 2014 when the process for the development of the Maryland plan began in October 2014. Maryland needs further time to review this option and consult with stakeholders. Staff from the ELL team at MSDE has consulted with staff from Florida regarding their waiver and the expectations of USDE upon approval of the waiver. MSDE does support this request and anticipates pursuing this waiver as part of subsequent amendments considered after the Maryland Renewal request is approved.</p>

1	Include SLO Training and Specialization Training in Summer Academies and other conferences to work form as teachers and Principals go into next year's SLOs. Include some Principal and Supervisor specific sessions, specifically sharing 'Good SLOs' and measurement	Sessions for SLOs will be included in the summer 2015 College and Career Readiness Conferences. In addition, MSDE is contacting William Slotnik, Executive Director of Community Training and Assistance Center (CTAC) to present at one or more of the conferences. CTAC is the organization contracted to deliver some of Maryland's training related to the creation of SLOs for Maryland educators.
2	We do not support the request to allow the State to hold back 10% of the school improvement funds for Priority and Focus schools, particularly for LEAs that do not have any Priority or Focus schools in 2016-2017. Overall seems reasonable and not too different from what is in place now with the exception that the state will hold back funds from each district to support focus and priority schools. If a district does not have these two types if schools will the 10% be held back from them as well and put into the pot or will the pot be based only on funds from districts with these schools?	Maryland may only serve LEAs and Schools with 1003(a) school improvement funds if they have Title I schools in Priority, Focus or Approaching Targets status. LEAs without these identified schools may not, under federal law, receive funds or benefit from these funds. This request is only for LEAs that have a Priority or Focus School.
2	I really like that schools will request how much money they need instead of an amount given because sometimes the amount was too large.	MSDE agrees that funding should be directly aligned to intervention plans and the needs of the school.
2	I also hope the state holds districts true to what is written in the waiver and not that some expectations were written to get the renewal passed. There was some strong language put in about expectations for different types of schools and structures that needed to be set up that were not enforced by MSDE.	MSDE will continue to work with LEAs to set up and enforce structures that support schools.
2	Timelines for articulation of exit criteria for Focus Schools and Approaching target schools is defined clearly until new data is available.	MSDE concurs. Exit criteria will be reviewed for Priority, Focus and Approaching Target Schools when new data become available.
2	I am wondering about the school recognition system. Noticed A-D associated with achieving - priority schools etc. I hope we won't be	MSDE is not proposing to assign letter grades to indicate performance status of schools. The letters in the triangle on page 84 were related to the charts on pages 85-86.

	assigning letter grades to schools. labels identified with needed supports is fine, but letter grades defeat the rest of the data and folks won't look at what made the school an A, B, c, or D school.	
2	One of the recommendations was to include AMAO 1, 2, and 3 in Maryland's ESEA Flexibility Waiver Application	We hope that AMAO 1 and 2 can be included in a later amendment to the waiver application since they are not currently included. AMAO 3 should be held to the same accountability as it is for other student groups.
2	...it is unclear what the exact criteria are to earn a particular rating and appear subjective.	The exact criteria will be determined during a standard setting process fall 2015 and will be submitted to the US Department of Education as part of an amendment process in January 2016.
2	Schools should be grouped with similar schools that serve similar demographics and are of similar sizes.	Schools, LEAs and subgroups will be ranked based on the grades that are served (High Schools, Elementary and Middle Schools, K-12...) in order to identify the schools most in need of supports and to prevent high achieving schools with a low subgroup performance from being identified in the highest category of schools. Clarifying language will be added.
2	Need more specifics on the "Core Values".	Will add to the ESEA Waiver Application additional clarifying information.
2	...support adjusting the minimum size criteria from 5 to 10 students. I agree that the n size needs to be changed from 5 to 10. I am very concerned about the increase in "n" size of the subgroups We strongly urge the state to not consider using a higher number now or at any time in the future.	The adjustment of the n size is critical to protecting the privacy of our students as we increase the transparency of how our schools and LEAs are identified.
2	LEAs will need to have an opportunity to respond to the process for then determining growth.	Maryland is committed to consulting with our LEAs and stakeholders during standard setting of the new accountability program.
2	The addition of school climate and culture as a core value in the accountability framework is noted. ...monitor the newly proposed component of "school culture" to ensure that it is conducted objectively and provides an accurate and useful reflection of a school without being burdensome to implement.	The addition of the school core value will be phased in and carefully evaluated to ensure successful implementation.

	Applaud the inclusion of school culture and LEA option of how it is implemented.	
2	The Consolidated subgroup is a fair and equitable way to make sure that schools are held accountable for all students. I feel that this will lead to a misrepresentation of students who fit into more than one subgroup category. ...very concerned about the use of the consolidated reporting group for special education, FARMS and ELL subgroups when one or more does not meet the n size.	The Consolidated subgroup will not be included for this ESEA Flexibility Waiver Application. MSDE will continue to evaluate the need for inclusion as we continuously evaluate the implementation of the new accountability program.
2	Very similar in many ways to current punishment accountability method.	The identification of the schools is aligned to supports to improve the achievement of all students. Will add clarifying language to point out the move from compliance to support. The model is not intended to be a punishment.
3	Will we cross-walk the new Interstate School Leaders Licensure Consortium (ISLLC) Principal Standards with the Principal Evaluation model?	Yes, however revisions to the ISLLC Principal Standards remain in development and open to public comment. Vetting of the Standards is to continue through April and is unlikely to reach any conclusion until June 2015. Once completed, the new standards will be cross-walked with Maryland's Principal Evaluation Model Framework and a determination will need to be made regarding any changes to the Framework and whether Maryland wishes to adopt the new standards. Details for this process will be considered once the final ISLLC Standards are released. It may require an amendment or Maryland State Board of Education action at a future time.
3	Why would we revisit the use of the SPI?	Maryland is revising our accountability system and will no longer use the School Progress Index (SPI) (see Principle 2). The new accountability system is being designed to address the need for a measure that is easier to understand while still measuring achievement, gap, growth and college and career readiness. There remains, however, support for shared measures in teacher evaluation in many LEAs. It seems logical that if the State's new accountability measure has credibility with Superintendents, the state would re-conduct its study to re-determine if the new measure has a place in the State Teacher Evaluation Framework. Details for this process will be considered once the new State Accountability measure is available for study. It may require an amendment at a future time.

3	Why is the 50/50 Student Growth and Professional Practice continued?	In the RTTT application, Maryland agreed to define the “significant student growth component” of evaluation as 50%. At that point in time, there was no data to suggest a preferred percentage but a balanced approach was recommended, hence the 50%-50% decision. With significant data available, the State can now conduct some simulations to understand the performance of the 50% application of Student Growth and Professional Practice in its evaluation models. Initial findings seem to indicate that the 50/50 balance may actually be a good metric; as increasing the percent value of Professional Practice decreases the number of teachers attaining Highly Effective Ratings. Whereas the 50/50 balance appears to do less harm and maintains a strong commitment to Student Growth, the state recommends holding it in place until more data becomes available for longitudinal trend analysis.
3	Why not have State-wide and LEA-wide SLOs?	By definition, SLOs are most impactful when they are teacher constructed and classroom associated. Despite this, the State has recognized that in its developmental state, LEAs may benefit from consistencies and efficiencies resulting from school-level or LEA-level SLOs. Beyond the simple matter of State capacity, Statewide SLOs would only drive the process further away from the teacher and the targeted student audience. This would not only be counter to SLO best practice, but unlikely to be supported by LEAs, their principals, and their teachers. The State will continue to maintain a repository of “Annotated SLOs” to assist evaluators and those being evaluated through the construction, attainment, and valuation of SLOs.
3	What is meant by “determine application of Test Growth Measures in Evaluation”?	When two years of test data are in hand, the State can commence with its investigation of how the student growth measures might contribute to teacher and principal evaluation. A reconstruction of the Maryland Tiered Assessment Index using PARCC data will facilitate this investigation. Determinations from credible findings will need to be made and recommendations will need to be gathered for using Test Translation in the evaluation of teachers and principals. Details for this process will be considered once the Student Growth Measures are available for study.
3	What is meant by “make informed decisions about adjustments to state and local models”?	Recommendations from the investigations (cited in above cell) will inform any changes that may need to be made to the teacher and/or principal evaluation frameworks. Details for this process will be considered once the recommendations are available. ESEA amendments and changes to regulations will be initiated based upon the scope of the recommendations.
3	Shouldn't Test Translations be used to “inform” personnel decisions in SY16-17 and SY17-18 ?	With the above two steps completed (see above two cells), the State will be able to move from “Inform” to “Making” personnel decisions going forward. The

		range of discoveries in the investigation and the range of recommendations span a broad spectrum of possibilities. The State is approving the process herein, not any specific outcome. It is further important to note that this sequence of events is highly timeline-sensitive and dependent on external data becoming available at specific decision points. The unavailability of critical data at such decision points may necessitate the deferring of elements of the work.
3	Deletion of any reference to set percentages as noted in the recommended revisions on page 157-158 and the chart on page 160 of the application unless clearly delineated for use only in the state model only	The percentages referenced in the application were derived over three years of study and collaboration with LEAs and the State’s educational stakeholders. LEAs are afforded great latitude to maneuver within these frameworks and have worked within the parameters to address local interests and priorities. The State’s commitment to Professional Development as the outcome of evaluation has been universally embraced by all LEAs and the flexibility provided therein has been easily accomplished within these frameworks. Emerging data indicates that these percentages are serving educators well and resulting in ratings that are reflective of highly effective teaching and leadership, a further demonstration of the commitment and performance of our teachers and principals. Retreating from this evidence of effectiveness will only embolden those who posture for increased accountability and unfairly criticize our teachers and principals.
3	Removal of the paragraph labeled "Educator Effectiveness and Personnel Decisions" on page 158, and the removal of "counts for personnel decisions" as written in the chart on page 160. The inclusion of the assessment should continue to "inform" personnel decisions.	With the already stated understanding that the LEAs and other educational stakeholders, in partnership with the State, will make determinations prior to deciding the role of using test translations in evaluation, it would be illogical to not move from "informing personnel decisions" to "counting for personnel decisions" once those understandings are reached. To facilitate evaluation during this interim period of unknowns, the State recommends amending the verbiage to allow for "informing or counting" towards personnel decisions.
3	Deletion of the paragraph labeled "School Accountability and Evaluation" on page 158 and any reference that this measure will be included in the evaluation process in the future	When ample data becomes available, it would be unconventional for the State to not apply the same stringent review of the new accountability measure that it applied to the old measure. LEAs and other educational stakeholders, in partnership with the State, will study and make determinations prior to deciding any role for using the new accountability measure in evaluation.
3	As an unproven and un-validated assessment, the PARCC assessment should not be used as a measure of teacher effectiveness	The State recognizes that, if done correctly, standardized test scores can add value to the evaluation process as a proven performance metric. As such, high-stakes testing provides evidence that students and educators are continuously focused on a common direction with common progress. If assessment experts determine that the PARCC Assessment is an invalid measure of student

		performance, the State would be obligated to reconsider its application in teacher or principal evaluation. The validation of PARCC will be completed outside of the Office of Teacher/Principal Evaluation.
3	The desire for one "State model" of evaluation.	The fact that no county evaluation model is identical to the State model contradicts this belief. If models are similar, they are similar by choice within a framework that LEAs agreed to work within. The flexibility and collaboration that the State has demonstrated, has facilitated rather than mandated, stakeholders moving to common ground. To date, no LEA has been forced to use the State Model. The State does not determine cut scores or dictate any methodology for LEAs to determine the Effectiveness Ratings of their teachers or principals. The State does pose questions and inquires when misalignments appear between educator effectiveness and school performance or when rating methodologies contribute to irregular data trends.
3	The State has "serious concerns" about its ability to thoroughly investigate the test score translation methodology and use of lag data in evaluations.	This "serious concern" is not about the State's ability to conduct the study with its partners or to reach consensus on data informed findings. The "serious concern" which is referenced, is more a result of the timing and availability of test data to conduct any studies or LEA's ability to execute its evaluation processes in coordination with the annual instruction and evaluation cycles. For example, if data necessary to craft an SLO at the start of the school year is not available until December, it would obviously jeopardize the LEA's ability to inform the execution of an SLO within the traditional instructional timeline.
3	It appears that MSDE stands prepared to mandate the inclusion of this measure (new accountability measure) in each of the local jurisdictions	Nowhere in the application, is there any expectation that the State will unilaterally or arbitrarily re-introduce a "State Accountability Measure Translation" into teacher evaluation. That decision will be made, like all others, in partnership with our LEAs and educational stakeholders and in response to data that promotes improved teacher instruction and principal leadership.
3	I do not believe that effective instruction is best measured through student results on high-stakes tests.	The State would agree, which is why 80% of the evaluation is based on "non-test" associated measures of student growth and professional practice. The State has remained committed to high standards and the value of multiple measures in student and educator evaluation. At the same time, the State recognizes that, if done correctly, standardized test scores can add value to the evaluation process as one of those measures. The appropriate role of student test scores in evaluation will be determined after July, 2016, and when sufficient data is available.
3	I am adamantly opposed to the inclusion of a useless test score as part of the teacher	While the State has demonstrated an ability to translate test scores into an evaluation measure and to attribute the translation to the appropriate teacher or

	<p>evaluation. This is not an indication of teacher effectiveness and there is no valid way to translate such a score into a measure of effectiveness. Use the evaluation system for what it was originally designed - to support effective instructional practices, not as a punitive measure.</p>	<p>principal, it would never support the translation of any test that was deemed useless by assessment experts. As proclaimed from the outset, the State continues to view evaluation as a means for identifying professional development which leads to the improved instructional craft of the teacher and the leadership skill of the principal. To date, there is no evidence to suggest that the application of Student Growth to an educator's evaluation was in any way punitive. In fact, higher percentages of Student Growth in evaluation resulted in increased percentages of highly effective ratings.</p>
3	<p>The evaluation process is very time consuming.</p>	<p>When done correctly, evaluation represents time that is well-spent by both the evaluator and the professional being evaluated. With the outcome of effective professional development, evaluation serves as the means for educators to constantly grow and improve. With this in mind, the State continues to recognize this concern and is working with teams of teachers, principals, and executive officers to identify ways to make the process more manageable. Streamlining SLOs, reducing redundancies, and increasing efficiencies are foremost in this work. The State has provided an exceptional amount of discretionary TPE resources for LEAs to apply to solving such problems and will continue to partner in identifying potential solutions.</p>
3	<p>Lesson planning and other important work take a back seat to record keeping to prove that teaching and learning are taking place.</p>	<p>The value of evaluation in no way diminishes the importance of quality instructional planning and delivery. When implemented correctly, evaluation should complement instruction and function in support of continuously improving student, teacher, school and principal performance. When woven into the fabric of daily instruction evaluation outcomes serve as a support planning and instruction; not as an addition. Since most of these processes are locally determined. The State encourages LEAs to maintain close dialogue with its teachers and principals to minimize demands of process and documentation and to continue to explore ways to make their local models more efficient and purposeful.</p>



THE MARYLAND GENERAL ASSEMBLY
ANNAPOLIS, MARYLAND 21401-1991

April 9, 2015

Dr. Charlene Dukes, President
Maryland State Board of Education

Dr. Lillian Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland

Dear Dr. Dukes and Dr. Lowery:

In regard to the Maryland State Department of Education's Elementary and Secondary Education Act (ESEA) Waiver Renewal Request, we wanted to add our thanks to the State Board of Education and the Department for its partnership in the development of this waiver request and adjustments. Specifically, the adjustments that were made to the waiver request that provide clarity in the development and implementation of future improvements to the State's default teacher and principal evaluation models through the 2017-2018 school year. As a state, one of our goals must be to ensure that any waivers appropriately position Maryland to move forward with our commitments to the U.S. Department of Education in accordance with the State's priorities and strategies to improve public education for all students. This includes maintaining the integrity of evaluation models for all teacher and principal evaluations, including those developed locally, as well as focusing on the core value of college and career readiness as an important component of the new accountability system.

We look forward to working with the State Board, the Department, and our 24 local school systems in continuing to provide flexibility that has helped to further improve our world-class public schools.

Sincerely,

Anne R. Kaiser

Delegate Anne Kaiser
Chair, Education Subcommittee
House Ways and Means Committee

Adrienne A. Jones

Delegate Adrienne Jones
Chair, Education and Economic
Development Subcommittee
House Appropriations Committee

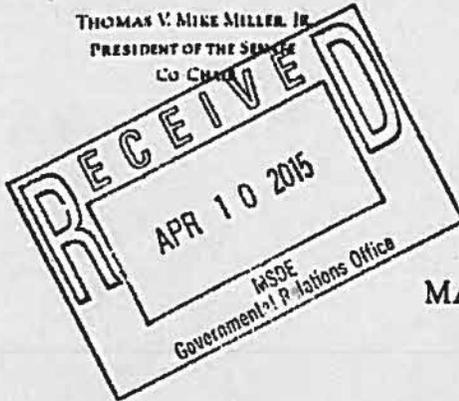
cc: Speaker Michael E. Busch
Delegate Sheila Hixson
Delegate Maggie McIntosh

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THOMAS V. MIKE MILLER, JR.
PRESIDENT OF THE SENATE
CO-CHAIR



MICHAEL E. BUSCH
SPEAKER OF THE HOUSE
CO-CHAIR



**MARYLAND GENERAL ASSEMBLY
LEGISLATIVE POLICY COMMITTEE**

March 30, 2015

**Dr. Charlene Dukes, President
Maryland State Board of Education**

**Dr. Lillian Lowery
State Superintendent of Schools
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201-2595**

Dear Dr. Dukes and Dr. Lowery:

Pursuant to Chapter 630 of 2014, the Legislative Policy Committee has completed its review of the Maryland State Department of Education's Elementary and Secondary Education Act (ESEA) Waiver Renewal Request. Based on adjustments made to the waiver request that provide clarity in the development and implementation of future improvements to the State's default teacher and principal evaluation models through the 2017-2018 school year, the committee supports the Department in the submission of the ESEA Waiver Renewal Request to the U.S. Department of Education (USDE).

The committee would like to thank the State Board of Education and the Department for its partnership in the development of this waiver request. The participation of the General Assembly in the review of the State's waiver is a process that works. As a state, one of our goals must be to ensure that any waivers appropriately position Maryland to move forward with our commitments to USDE in accordance with the State's priorities and strategies to improve public education for all students.

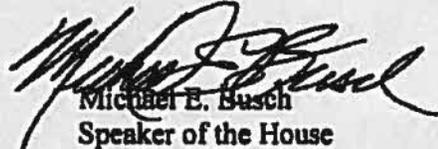
Dr. Charlene Dukes
Dr. Lillian Lowery
March 30, 2015
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We hope that USDE will approve Maryland's waiver so the State and our 24 local school systems can continue to have the flexibility to help further improve our world-class public schools.

Sincerely,



Thomas V. Mike Miller, Jr.
President of the Senate
Co-chair



Michael E. Busch
Speaker of the House
Co-chair

TVMM:MEB/RHH/kms

cc: Governor Lawrence J. Hogan, Jr.
Members, Legislative Policy Committee



Karl S. Aro
Executive Director

DEPARTMENT OF LEGISLATIVE SERVICES
OFFICE OF POLICY ANALYSIS
MARYLAND GENERAL ASSEMBLY

MAR 23 2015

Warren G. Deschenaux
Director

March 19, 2015

The Honorable Thomas V. Mike Miller, Jr., Co-chairman
The Honorable Michael E. Busch, Co-chairman
Members of the Legislative Policy Committee

Ladies and Gentlemen:

Chapter 630 of 2014 requires the Maryland State Department of Education (MSDE) to submit a proposed request for a waiver from the federal Elementary and Secondary Education Act (ESEA) to the Legislative Policy Committee (LPC), and allow the committee at least 30 days to review and comment on the proposed waiver request, before submitting it to the U.S. Department of Education (USDE). The State Board of Education approved a draft 2015 ESEA Waiver Renewal Request on February 24, 2015. Accordingly, a draft 2015 ESEA Waiver Renewal Request was submitted by MSDE on February 24, 2015, and copies of the draft waiver and additional information were provided to LPC members. Maryland currently has a USDE-approved flexibility waiver from ESEA through the 2014-2015 school year. The renewal requests a three-year ESEA waiver through the 2017-2018 school year.

USDE requires a proposed waiver to be posted for public notice and comment for at least two weeks. The waiver was posted on MSDE's website with comments required to be received by March 10, 2015. MSDE advised that it received comments, some of which will be addressed in the revised waiver renewal presented to the State Board of Education next week. The State Board of Education intends to approve a revised waiver request at its meeting on March 24, 2015. LPC's 30-day review and comment period ends on March 26, 2015. The waiver will be submitted to USDE on March 31, 2015, which is the deadline for submission.

The Department of Legislative Services (DLS) has reviewed the waiver renewal request and followed up with MSDE with questions and requests for additional information. An overview of ESEA and Maryland's ESEA waiver is provided below, followed by a summary of the major changes to the current ESEA waiver that are being proposed in the waiver renewal request, and some issues of note that DLS has identified. A more detailed summary of the changes by principle is enclosed.

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Background

Title I of ESEA of 1965 as amended, which was most recently reauthorized in 2001 as the No Child Left Behind Act (NCLB), focuses on accountability, improving standards, and eliminating achievement gaps. NCLB requires every state and public school to meet certain annual benchmarks geared toward 100% of students achieving proficiency by 2014 and having highly qualified teachers in every classroom by 2006. A school that fails to meet the requirements of No Child Left Behind may be subject to strict penalties for noncompliance. Due to the number of schools failing to meet the benchmarks of No Child Left Behind and the strict penalties, USDE offered states an opportunity to apply for waivers from certain provisions of NCLB, known as ESEA flexibility waivers. A flexibility waiver applies to up to nine No Child Left Behind requirements and up to five optional requirements that a state chooses. In order to receive a flexibility waiver, states must outline their plans to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Building on the success of the Race to the Top competitive grant program to encourage states to adopt specific educational reforms, in exchange for ESEA flexibility USDE also requires states to make certain assurances related to college- and career-readiness curricula and assessments, and tying teacher and principal evaluations to student growth on assessments.

One NCLB requirement that is *not* subject to waiver is that all students be assessed annually and that students receive an individual score in reading and mathematics in grades 3 through 8 and at least once in high school. Although Maryland had used statewide student assessments to measure the performance of its schools since 1993, the Maryland School Assessments (MSA) were created and implemented in response to No Child Left Behind to measure performance in reading and mathematics in grades 3 through 8 and science in grades 5 and 8. The Maryland High School Assessments (HSA) were also created and implemented as a graduation requirement.

In 2012, Maryland received a flexibility waiver for the 2012-2013 and the 2013-2014 school years. According to MSDE, the flexibility of the waiver allowed the State and its local education agencies (LEAs) to focus on implementing the Maryland College- and Career-Ready Standards; transition to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments to replace MSAs and HSAs in reading/English and math; provide support, recognition, and intervention to all Maryland public schools; and develop a teacher and principal evaluation system that incorporates student growth, measured by assessments, as a major component.

MSDE requested amendments to Maryland's waiver in 2012 and 2013, which were granted by USDE provided that the State implement its teacher and principal evaluation and support systems in accordance with the ESEA flexibility requirement that data from assessments required

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under Title I of the ESEA be used for determining student growth in teacher and principal evaluation systems. The January 9, 2013 letter of approval from USDE required the State's evaluation systems to (1) require each teacher in a State-tested content area and school principal to include at least one student learning objective (SLO) with a data point on student performance on State assessments and (2) commit to using student growth, as measured by common, high-quality assessments in the evaluation of teachers and principals, when available, including PARCC.

In March 2014, Maryland requested an extension of its waiver for the 2014-2015 school year. USDE conditionally granted this extension on July 18, 2014, subject to the State's "commitment to continue working with USDE on Maryland's requested amendments to its teacher and principal evaluation and support systems, which may require additional flexibility." All states must submit new applications for ESEA flexibility waivers in spring 2015 to apply after the current school year.

2015 Waiver Renewal Request

MSDE is requesting continued flexibility in all of the nine NCLB requirements and five optional waivers offered by USDE. These include waivers from determining Adequate Yearly Progress (AYP) for schools and LEAs, and from required improvement actions and use of funds for schools and LEAs not meeting AYP; requirements for determining Title I schools based solely on the percentage of students in poverty; limitations on the use of ESEA funds; and certain requirements for improvement plans regarding highly qualified teachers. In order to receive a waiver, MSDE must also provide 14 assurances to USDE.

The ESEA waiver renewal request is organized into four principles of ESEA flexibility per USDE instructions: (1) College- and Career-Ready Expectations for all Students; (2) State-Developed Differentiated Recognition, Accountability, and Support; (3) Supporting Effective Instruction and Leadership; and (4) Reducing Duplication and Unnecessary Burden. MSDE is not proposing any changes to its current waiver under Principle 4, which will be addressed through plans to reduce LEA efforts on Master Plans, if possible. Changes are proposed to the other three principles. The major changes are discussed below with some issues of note that DLS has identified.

New Accountability System

The waiver renewal proposes a new school accountability system that will be based on student performance on PARCC. The proposed accountability system is a framework until additional PARCC data is available for future setting of standards. Because of the State's

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accountability freeze, as approved in the current waiver, and the transition to PARCC assessments, the State will not have two consecutive years of PARCC data until the 2016-2017 school year. To incentivize improvement at all levels and reward continuous improvement, Maryland plans to assign points to each student participating in a State assessment with partial credit available for moderate performance and extra points for distinguished performance. Separate group scores will be available for English language arts and mathematics, in addition to the State, LEA, school, and student group levels. An average will be determined for each LEA, school, and student group. Schools will be differentiated as follows: high-performing schools meet or exceed statewide, LEA, and school targets; moderate-performing schools do not meet all targets; low-performing schools in the State consistently demonstrate no progress and do not meet gap narrowing targets; and underperforming schools are chronically low-performing schools.

In addition to achievement for all students, the waiver identifies three new elements of the accountability structure: (1) revised identification of priority, focus, and reward schools; (2) student group performance on Annual Measurable Objectives (AMOs); and (3) differentiated identification of schools to provide transparency of success and needed improvement of schools in order to effectively provide assistance to all schools and student groups. Each school and LEA is required to address the needs of all student groups, with specific attention to student groups not improving for multiple years. During the phase-in of the accountability system, a progress result will be calculated so that each school and LEA may be further differentiated by increasing or decreasing performance results over time.

The current waiver retains the goal to reduce the achievement gap by half within six years. Accordingly, by 2021, each individual school is expected to reduce its percentage of nonproficient students for each of its student groups and overall by half. AMOs will not be determined for this renewal. MSDE plans to establish standards for AMOs in fall 2015 after one year of PARCC assessment data is available. MSDE will submit an amended accountability proposal to USDE in January 2016. At that time, MSDE will identify AMOs and provide for all core values except for "growth," which requires two years of data.

Group Size on State Assessments and Reporting Groups

In the current flexibility waiver, the minimum group size for each measure was reported on all ESEA student groups at $n=5$. This waiver changes the reporting to $n=10$. The increase in population size is in response to stakeholder consultation. MSDE explains that the low n size created confusing variability over time, privacy concerns, and situations in which a few students made an unintended large impact.

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The waiver renewal proposes the use of a “consolidated student group” in addition to the increase of the population size from 5 to 10. According to the waiver request, there will be schools and LEAs that will no longer be held accountable for student groups as a result of increasing the student group size from 5 to 10. However, MSDE has advised DLS that in response to comments it received on the draft waiver request, this provision will be removed from the waiver at this time so that the impact of including consolidated student groups can be studied further.

Teacher and Principal Evaluation System (TPE)

Maryland’s proposed amendments to its current waiver regarding Principle 3 and TPE were not approved by USDE last year. Thus, the waiver renewal includes the TPE amendments proposed in 2014 that were consistent with Chapter 544 of 2014, which prohibited the use of student growth data based on State assessments to be used in making personnel decisions before the 2016-2017 school year. It further reflects the TPE regulations adopted by the State Board of Education in September 2014, in accordance with the Education Reform Act of 2010 (Chapter 189). These provisions are discussed in more detail in the enclosure.

The State default teacher evaluation model has a framework of a 50% professional practice component composed of at least four required components: planning and preparation, instruction, classroom environment, and professional responsibilities; and a 50% student growth component that includes the use of SLOs, student assessment data, and new State accountability measures. The State default principal evaluation model also has a framework of a 50% professional practice component composed of the eight Maryland Instructional Leadership Framework Domains and four Inter-State Leadership Licensure Consortium Domains; and a 50% student growth component, also including SLOs, student assessment data, and a new state accountability measure.

MSDE continues to work with teachers and principals in the development and construction of quality SLOs given their effect on both teacher and principal evaluations. In June 2014, MSDE signed a Memorandum of Understanding between MSDE, teachers unions, principals associations, and local boards of education “to forward the progress of using Student Learning Objectives in evaluation.”

MSDE presents a three academic year timeline from the 2015-2016 through the 2017-2018 school years regarding the continued development, refinement, and implementation of the TPE, especially the student growth component. The chart below shows the timeline as it applies to teacher performance evaluations under the State default model. DLS notes that the TPE descriptions and exhibits in the waiver request are not clearly labeled as the State default

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TPE model and could be misinterpreted to reflect the local TPE models that LEAs are implementing.

State Default Teacher Evaluation Model

School Year	Professional Practice	Student Growth	
		Student Learning Objectives	Test Scores
2015-2016	50% of Evaluation	30% of Evaluation 1 or more SLOs Approved local measures	20% of Evaluation/Student Growth 2015 PARCC informs district or school level SLO for application to spring 2016 evaluation (2nd year PARCC administration)
	Counts for personnel decisions	Counts for personnel decisions	Informs personnel decisions
2016-2017	50% of Evaluation	1 or more SLOs Approved local measure	2015/2016 PARCC translation to a growth measure for application in Sept. 2016 as lag measure for spring 2017 evaluations
	Counts for personnel decisions	Counts for personnel decisions	Counts for personnel decisions
2017-2018	50% of Evaluation	1 or more SLOs Approved local measures	2016/2017 PARCC translation to a growth measure for application in Sept. 2017 as lag measure for spring 2018 evaluations
	Counts for personnel decisions	Counts for personnel decisions	Counts for personnel decisions

Source: 2015 Maryland ESEA Flexibility Request

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Test Score Translation and Impact on Personnel Decisions

The PARCC assessments are being administered statewide for the first time this school year (2014-2015). MSDE will obtain baseline data from this administration. Norming of test measures will occur over subsequent school year administrations. Under the waiver request, PARCC results will be used as a student growth measure that will *count* for personnel decisions beginning in the 2016-2017 school year. This is consistent with Chapter 544 of 2014. However, the waiver states "Serious concerns remain about the State's ability to conduct a thorough investigation of the test score translation methodology and to determine valid adjustments needed to improve the performance of evaluation models by August 2016." The proportion of the student growth component that will be based on State assessments and LEA or school level SLOs is not specified for the 2016-2017 or 2017-2018 school years. In the 2014-2015 school year, 20% of a teacher evaluation will be based on the use of 2015 PARCC assessments to *inform* LEA or school level SLOs for application to spring 2016 evaluations.

School Progress Index

On August 30, 2012, MSDE submitted a letter of amendment (approved January 9, 2013) altering the student growth component of the teacher performance evaluation to eliminate the use of the School Progress Index (SPI) and increase the contribution of SLOs. During field tests using the SPI in teacher evaluations, simulations were run testing the impact on individual teacher performance ratings. MSDE found that inclusion of the SPI made a positive contribution to only 5% of teachers. However, MSDE does support the use of a "collective measure of whole-school performance" in *principal* evaluations. This issue will be revisited once MSDE's new accountability measure is determined. DLS notes that the waiver request is inconsistent in its discussion of SPI, in one place indicating use of SPI will be phased out by the 2015-2016 school year, while in other places indicating the continued use of SPI. MSDE has advised that the use of SPI will be phased out and the waiver will be revised accordingly.

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Conclusion

DLS has reviewed the draft 2015 ESEA waiver renewal request and noted some issues for members of the Legislative Policy Committee. I trust this information has been helpful. If you have any questions or need further information please contact Rachel Hise, who coordinated this analysis, or Stacy Goodman or Lyme Blume Rosen, who contributed to the analysis, in the Office of Policy Analysis.

(b)(6)

Warren G. Deschenaux
Director

WGD/ncs

cc: State Superintendent Lillian Lowery
Mr. Karl S. Aro
Ms. Kristin Jones
Ms. Victoria Gruber

Summary of Maryland's Draft 2015 ESEA Waiver Renewal Request

Principle 1: College- and Career-Ready Expectations for all Students

The waiver describes Maryland's transition to college- and career-ready standards and assessments aligned with the standards. Throughout the document, references are added to the Maryland College- and Career-Ready Standards, which are aligned to the Common Core State Standards (CCSS). CCSS were created through a state-level initiative coordinated by the National Governors Association and the Council of Chief State School Officers in collaboration with education stakeholders from across the country. The initiative currently includes 43 states and the District of Columbia that have adopted CCSS, which are a set of academic standards in two subject areas, English language arts and mathematics, that define the knowledge and skills all students should master by the end of each grade level. The standards require students and teachers to focus on fewer topics and concepts while emphasizing depth, detail, and critical thinking skills. Maryland was one of the first states to adopt these standards in June 2010, and has since worked to design a State curriculum framework (MCCRS). Beginning with the 2013-2014 school year, MCCRS was fully implemented in Maryland schools.

The waiver reviews the various supports provided to the local education agencies (LEAs) during the implementation process, including college- and career-readiness conferences, online professional learning courses and resources, and the Online Instructional Toolkit. In addition, the new Maryland College- and Career-Ready Standards curriculum framework emphasizes the incorporation of Universal Design of Learning (UDL) principles to address the needs of students with disabilities and English Language Learners. The Maryland State Department of Education (MSDE) is providing programmatic support and technical assistance to local school systems and institutions of higher education to narrow the performance gap and enable students with disabilities to become career and college ready.

Maryland is implementing the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments that are aligned to the Maryland College- and Career-Ready Standards. The goal of the assessments is to provide an accurate measure of student achievement in critical grade level mathematics and English language arts content. During the current school year, all schools will administer the PARCC assessments in English language arts and math in grades 3 through 8 and in English 10, Algebra I, and Algebra II. The data from the assessments in 2014-2015 and 2015-2016 will not count towards accountability for students or schools. MSDE wishes to have time to analyze the data to establish a baseline. There are tentative plans to add English 11 tests in the 2015-2016 school year. Future testing *may* include Geometry and English 9. The science Maryland School Assessment (MSA) will continue to be given in grades 5 and 8 until the Next Generation Science Assessment is developed. The Government High School Assessment (HAS) will continue to be required for graduation, and the Biology HSA will be required until it is replaced with the Next Generation Science Assessment when it is completed. Under the new framework adopted by the State Board of Education in 2014, passing the PARCC assessments in

English 10 and Algebra I will not become a graduation requirement until the 2016-2017 school year.

New Accountability System

The waiver proposes the framework for a new school accountability system based on student performance on PARCC and other measures in place of the School Progress Index (SPI), which is discussed further below. The expected PARCC Performance Levels on Assessments range from 1 to 5. Five is the highest score. This is a change from the Advanced/Proficient/Basic that was used in the MSA assessments for the past 10 years. To incentivize improvement at all levels and reward continuous improvement, Maryland plans to assign points to each student participating in a State assessment with partial credit available for moderate performance and extra points for distinguished performance. Separate group scores will be available for English language arts and mathematics, in addition to the State, LEA, school, and student group levels. Points will be awarded to each student based on performance level. For accountability purposes, the points will be added together and then divided by the number of students in the group being measured. The maximum points are 100; although, a score greater than 100 is possible. A score of 100 means that students have a performance level of 4 or 5. The waiver proposes to assign points to each student participant (distinguished performance: 125, strong performance: 100, moderate performance: 75, partial performance: 50, and minimal performance: 0). An average will be determined for each LEA, school, and student group.

Principle 2: State-Developed Differentiated Recognition, Accountability, and Support

The waiver revises the methodology and framework of prior readiness measures. The objective of revising the methodology and framework was to improve the communication of the differentiation of schools to decision makers and the general public. The waiver proposes to incorporate meaningful data for the LEAs as the accountability system evolves. Throughout the waiver process, MSDE consulted with its local counterparts. An important part of the consultation was the identification of the core values of stakeholders regarding their schools. Principle 2 emphasizes differentiation as follows: high-performing schools meet or exceeds statewide, LEA, and school targets; moderate-performing schools do not meet all targets; low-performing schools in the State consistently demonstrate no progress and do not meet gap narrowing targets; and underperforming schools are chronically low-performing schools.

Accountability Core Values

In addition to achievement for all students, the waiver identifies three new elements of the accountability structure: (1) identification of priority, focus, and reward schools; (2) student group performance on Annual Measurable Objectives (AMOs); and (3) differentiated identification of schools to provide transparency of success and needed improvement of schools in order to effectively provide assistance to all schools and student groups. Each school and LEA is required

to address the needs of all student groups, with specific attention to student groups not improving for multiple years. Each year, schools and LEAs will receive performance results on the core values. During the phase-in of the accountability system, a progress result will be calculated so that each school and LEA may be further differentiated by increasing or decreasing performance results over time.

Reward Schools

Past waivers have identified all Title I schools as reward schools “because of the enormous challenge that poverty brings for families, students, and schools.” The current waiver explains that because of the State’s accountability freeze and transition to PARCC assessments, the State will not have two consecutive years of data until the 2016-2017 school year. Accordingly, to identify reward schools, the State will alter the method for identifying reward schools until the 2016-2017 school year. For the 2015-2016 school year, a Title I school will be designated a Highest Performing Reward School if the school ranks 10% or higher in performance of all Title I schools in the State and has a 10% or less gap between the highest performing subgroup and the lowest performing subgroup. Beginning with the 2016-2017 school year, a Title I school will be designated a Highest Performing Reward School if the school has met all AMOs in School Progress for all students and all subgroups for two consecutive years and has a 10% or less gap between the performance of “all students” and that of any lower performing subgroup.

There will be a second category of Reward schools to be identified as Highest Progress Reward Schools. A Highest Progress Reward School is a school that has demonstrated significant improvement in performance but may not have met all its AMOs. These schools are required to have made at least a gain of 10 percentage points for “all students” and have a 10% or less gap between the performance of “all students” and that of any lower performing subgroup over a period of two consecutive years. Maryland will resume the identification of Highest Progress Reward Schools for the 2016-2017 school year because two years of data will not be available for the 2015-2016 school year.

Priority Schools

Past waivers have identified the lowest performing Title I schools in the State as Priority Schools. These are schools that have the most need for interventions and support and that will benefit the most from federal, State, and local resources. The waiver reaffirms Maryland’s commitment to meet the challenges of Priority Schools and to continue to award Section 1003(g) School Improvement Grants (SIGs) to Priority Schools. Maryland intends to provide an updated list of priority schools based on school year 2014-2015 data no later than January 31, 2016, for implementation beginning in the 2016-2017 school year. Priority Schools that do not receive SIGs will be able to apply for Title I § 1003(a) funds for the 2016-2017 school year. The waiver explains that the State will have § 1003(a) funds available because it will not identify Title I schools that have not made adequate progress in the 2015-2016 school year because AMO data will not have been established. If funds are not sufficient, beginning in fiscal 2016-2017, MSDE expects an

LEA to set aside up to 20% of its Title I, Part A allocation to provide between \$50,000 and \$2 million per school per year for the next three years to implement interventions.

Focus Schools

Under the federal Elementary and Secondary Education Act (ESEA) Flexibility Waiver, a Focus School is a Title I school (1) that has large within-school gaps between the highest achieving subgroup and lowest achieving subgroup; (2) that has subgroups with low achievement; or (3) at the high school level, that has low graduation rates. MSDE plans to organize Focus Schools into networks. MSDE is in a planning phase regarding these networks. The first LEA Focus Schools network meeting is scheduled for May 2015.

Annual Measurable Objectives – Reduction of Gaps

Past waivers have identified AMOs in English language arts and math with a goal of reducing by half the percentage of all students and all students in each subgroup who are not proficient within six years. AMOs guide improvement and supports for all students. The intent is that gaps across groups will narrow as targets are met. The current waiver provides that the achievement gap will be calculated as the difference between a group's resulting achievement score and 100. For example, if a school has a score of 75 for all students in math, the gap would be 25 points (100 minus 75). AMOs will be established for all LEAs, schools, and student groups to close achievement gaps in English language arts, mathematics, and science.

AMOs will not be determined for this renewal. The current waiver retains the goal to reduce the achievement gap by half within six years. Accordingly, by 2021, each individual school is expected to reduce its percentage of nonproficient students for each of its student groups and overall by half. Annual targets will be the impetus for school improvement work for all schools, students, and student groups. AMOs will be differentiated based on a group's baseline which will be determined during fall 2015. Each group will start from a different baseline. The groups that are the most behind will have the greatest improvement to make. Full credit will be awarded for meeting all targets, partial credit will be awarded for improvements, and minimal credit for no change or a decrease.

The primary goal of the AMOs is to provide transparent reporting of LEA and school improvements towards college and career readiness for all students and to encourage ongoing improvement. After the PARCC assessments results become available and MSDE has one year of student data, MSDE intends to establish AMOs. MSDE proposes to continue the annual publication of the performance status of each school, school system, and the State relative to its AMOs. MSDE will continue to use the MarylandReportCard.org website, which has been the primary source of individual school, system, and State accountability data. The waiver discusses future opportunities to collect more meaningful data and utilize other analytical tools. College- and career-readiness measures are changing to include early college access and industry certifications.

Differentiated Identification of Schools

The waiver outlines the development of systems of differentiated recognition, accountability, and support. The first ESEA Flexibility Waiver introduced the Maryland SPL. The first SPI was implemented in 2011-2012. The current waiver responds to feedback received from MSDE consultation with stakeholders: (1) minimize year-to-year variability; (2) improve and simplify the methodology for identifying gaps in achievement; and (3) provide transparency and easier communication of the results to decision makers and the public. Past waivers measured student proficiency on assessments with the percent proficient and the percent advanced. This waiver proposes to incentivize improvement at all levels and reward continuous improvement by allowing points to be earned based on the PARCC proficiency level or scale score. There will be opportunity for both extra and partial credit.

The waiver explains that many of the core values and their available measures remain from prior waivers. MSDE has identified similar core values during each waiver application process. Schools need to assure that (1) every student in every school is achieving; (2) at the end of the school year, every student has progressed at least one year in critical content knowledge and skills; (3) no student group falls behind in achievement or in graduation; (4) all students have the opportunity to develop college or career skills and be prepared to pursue their life dreams. Stakeholders requested the addition of a school culture core value to the current waiver. Accordingly, this waiver proposes to provide LEAs with an opportunity to identify school culture indicators that are measurable, actionable, and relevant to their geographical and demographic needs within their jurisdiction.

The waiver proposes that schools with students in grades 3 through 8 have the following core values as part of their performance determination: (1) achievement and gap narrowing; (2) growth/improvement; and (3) school climate and culture. Schools with students in grades 9 through 12 should have the following core values as part of their performance determination: (1) achievement and gap narrowing; (2) college and career readiness; and (3) school climate and culture. A performance result will be calculated from these three core values and a performance result for all schools, which will be weighed over time with the most recent year having the greatest weight.

Group Size on State Assessments

In the prior flexibility waiver, the minimum group size for each measure was reported on all ESEA student groups at $n=5$. This waiver changes the reporting to $n=10$. The increase in population size is in response to stakeholder consultation. MSDE explains that the low n size created confusing variability over time, privacy concerns, and situations in which a few students made an unintended large impact.

Reporting Groups

School and district accountability reports include student group results for the "all students" group and for up to 11 subgroups, including (1) seven racial and ethnic groups; (2) low income (FARMs); (3) students with disabilities; (4) current and former English language learners (ELLs); and (5) consolidated student group (FARMs, SPED, ELL). The waiver proposes the use of a "consolidated student group," in addition to the increase of the population size from 5 to 10. According to the waiver request, there will be schools and LEAs that will no longer be held accountable for student groups as a result of increasing the student group size from 5 to 10. The waiver explains that "The inclusion of the consolidated student group in accountability determinations will allow Maryland to continue to hold schools accountable for the performance of students belonging to historically disadvantaged groups in which the student group may not meet the population size requirement. The combination subgroup is an unduplicated count of all students in a school belonging to at least one of the following subgroups: students with disabilities, ELL and former ELL students, and low income students (eligible for free /reduced price school lunch)." An outcome will not be reported for a student group that does not meet the minimum n size.

Future Standard Setting and Analysis

MSDE plans to establish standards for AMOs in fall 2015 after one year of PARCC assessment data is available. MSDE will submit an amended accountability proposal as an amendment in January 2016. At that time, MSDE will identify AMOs and provide for all core values except for "growth," which requires two years of data. The proposed accountability system is a framework until additional PARCC data is available for future setting of standards.

Principle 3. Supporting Effective Instruction and Leadership

Maryland requested a Flexibility Waiver, in part, under Principle 3 of the ESEA flexibility (Supporting Effective Instruction and Leadership), by submitting State-developed guidelines for local teacher and principal and evaluation and support systems. The ESEA waiver amendment was granted conditioned on the State implementing its teacher and principal evaluation and support systems in line with the ESEA Flexibility requirement that data from assessments required under Title I of the ESEA of 1965, as amended, be used for determining student growth in teacher and principal evaluation systems. The January 9, 2013 letter of approval from the U.S. Department of Education (USDE) required the State's evaluation systems to (1) require each teacher in a State-tested content area and school principal to include at least one Student Learning Objective (SLO) with a data point on student performance on State assessments; and (2) commit to using student growth, as measured by the common, high-quality assessments in the evaluation of teachers and principals, when available, including the Partnership for the Assessments of Readiness for College and Careers (PARCC). On March 25, 2014, the State requested a one-year extension of its Flexibility Waiver to be effective through the end of the 2014-2015 school year. USDE granted this extension on July 18, 2014, subject to the State's "commitment to continue

working with [USDE] on Maryland's requested amendments to its teacher and principal evaluation and support systems, which may require additional flexibility."

In this application for a Three-year Renewal of ESEA Flexibility, MSDE seeks to show how its five years of work regarding the development, field testing, and implementation of Maryland's Teacher and Principal Evaluation initiative (TPE) incorporates the various requirements of the Race to the Top grant, Education Reform Act of 2010, amendments to the Education Reform Act by Chapter 544 of 2014, and ESEA Flexibility.

State Regulations

In September 2014, MSDE adopted regulations that revised TPE regulations originally adopted by MSDE in July 2013. The current regulations maintain the two-track system consisting of a department-developed performance evaluation system model and a local education agency-developed performance evaluation system. Chapter 544 of 2014 informed the revised regulations in two ways (1) the Act clarified that the department-developed performance evaluation criteria is to be the default model if a local school system and exclusive employee representative do not agree on the performance criteria for that jurisdiction; and (2) prohibits the use of student growth data based on State assessments for the purpose of making personnel decisions under the required student growth component of the performance evaluation criteria before the 2016-2017 school year.

Teacher Evaluations

A local education agency-established teacher evaluation in COMAR 13A.07.09.04B is required to include:

- evaluation of a teacher's professional practice and student growth, including specified minimum components;
- an overall rating of highly effective, effective, or ineffective;
- classroom observations that meet specified minimum criteria;
- claims and evidence that substantiate the observed behavior or behaviors of the teacher in classroom observations that may include examples from an illustrative list;
- demonstration of rigor, as required by the Education Reform Act of 2010, demonstrated by:
 - the establishment of student growth as a "significant component" of the evaluation;
 - for the school years 2014-2015 and 2015-2016, "the use of student learning objectives (SLOs) informed by data resulting from the State Assessments, which shall be represented on a teacher's evaluation";
 - after the 2015-2016 school year, department approval of agreed-on evaluation system subject to the department's analysis of evaluation data obtained in the

2014-2015 and 2015-2016 school years, including an analysis of State assessment data as a direct measure of student growth; and

- focused professional development, resources, and a mentoring component for teachers rated ineffective and all nontenured teachers.

The Department-developed default model in COMAR 13A.07.09.05B includes:

- a student growth component worth 50% of the teacher's overall evaluation evaluated in specified ways, including the use of State Assessment or High School Assessment data and SLOs for elementary and middle school teachers of State Assessment content areas and noncontent areas, and High School Assessments for high school teachers as specified; and
- a professional practice component worth 50% of the teacher's overall evaluation broken down percentage-wise for the same specified subcomponents.

Principal Evaluations

COMAR 13A.07.09.04C establishes minimum general standards for local education agency-developed performance evaluation criteria for principals. These criteria are required to be based on the outcomes contained in the Maryland Instructional Leadership Framework, February 2005 and the Interstate Leadership Licensure Consortium and specific standards set forth in the teacher evaluation system requirements.

The Default Model principal performance evaluation criteria in COMAR 13A.07.09.05B(3) include:

- a professional practice component worth 50% of the principal's overall evaluation including the outcomes in the Maryland Instructional Leadership Framework and other outcomes based on the Interstate School Leaders and Licensure Consortium (both incorporated by reference herein); and
- a student growth component worth 50% of the evaluation including:
 - for elementary and middle school principals, SLOs that are, in part, based on and informed by, State Assessment data, aggregate schoolwide growth scores in State-assessed content areas, and the schoolwide index; and
 - for high school principals, SLOs, High School Assessment data, and the schoolwide index.

2014 TPE Amendments and 2015 Waiver Request

The waiver renewal request incorporates the TPE amendments that were proposed in the State's 2014 waiver extension request. As discussed above, USDE did not approve the TPE amendments. Thus they form the bulk of the changes to Principle 3 in the 2015 waiver request.

They provide a transition plan for the next three years as Maryland moves from MSAs to PAARCC assessments within the State's continued commitment to TPE that reflects a 50% professional practice measure and a 50% student growth measure including an application of student growth based on State assessments. MSDE acknowledges that there are "unknowns that will continue to emerge and be resolved over the next three years... [related to] confidences and proficiencies with SLOs as student growth measure, the translation and attribution of the PARCC assessments into student growth measures, and the ability of principals to plan and manage teacher evaluation processes that result in fair effectiveness ratings and effective professional development."

Appendix III-C-B:

Substantive Changes to MD's ESEA Waiver based on public feedback

Appendix II-C-B

Maryland
Substantive Changes to ESEA Renewal Application based on Public Feedback
March 24, 2105

Consultation

This section was completed based upon the feedback received.

Principle 1

No Substantive changes were made to Principle 1- Overall Feedback was positive.

Principle 2

Section 2.A Develop and Implement a State-based system of Differentiated Recognition, Accountability, and Support

2.A.i.

Comments Copy	Revision
<p>Pages 65-67 Introduction</p>	<p>Enhance the introduction to further clarify the proposed accountability framework and to describe the specific changes from the prior framework. A graphic will be added to organize and provide a reference for the accountability framework description. A description of the process for continuous improvement, which is a new requirement for this application, will be moved into the introduction from the end of the current draft and further enhanced. A timeline graphic providing an overview of the next 3 to 6 years will be added for additional clarity.</p>
<p>Pages 81-86 Identification Category titles</p>	<p>The levels of Performance that was presented as High, Moderate, Low and Underperforming will be renamed and several options will be presented at the Board for final consideration in the application to be submitted March 31, 2015</p>
<p>Pages 68-69 Student Groups</p>	<p>The consolidated student group will be removed at this time for further study. The consolidated student group was a new group consisting of unique students that were identified as FARMs, ELL or SPED.</p>
<p>Pages 72-73 PARCC assessment performance level awarded points</p>	<p>Points are provided to each student dependent on the performance level score earned between 1 and 5. A score of 5 = 125 points, 4=100 points, 3=75 points, 2=50 points and 1=0 points. The application will be changed to further differentiate the performance level of 1. A student that takes the test and earns a 1 will be awarded 25 points. Those students that are assigned a 1 in order to meet the accountability participation requirement of 95% will remain at 0 points.</p>
<p>Pages 68-69 Additional Clarification:</p>	<p>Additional clarification will be added on the following; 1) Adding language and clarification on the n-size changes in particular for the cohort grad rate which does not change from the last application and remains at n=30; and 2).provide explanation of how Maryland’s current strategy of assigning scores at the lowest performance level when a school or LEA does not meet the 95% participation rate requirement will minimize the impact of opting out of the assessment.</p>

Section 2.D Priority Schools

2.D.i

Comments Copy	Revision
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<p>Page 139 Maryland’s list will also contain any previously identified priority and SIG schools that have not met the state exit criteria.</p>	<p>Maryland’s list will also contain any previously identified Priority and SIG schools that have not met the state exit criteria and may contain Title I high schools with graduation rate less than 60% over a number of years.</p>
<p>Pages 139-141 Removed the Definition of Persistently Lowest Performing Schools</p>	<p>Replaced the definition with a definition for Priority Schools: Definition of Priority Schools Maryland will identify its Priority Schools as those Title I schools previously identified as Priority Schools that have not yet met exit criteria. Maryland, in order to reach the requisite number of Priority Schools, will identify (Title I schools that are the five percent of the lowest-achieving of all Title I schools in the State based on both achievement and lack of progress in the “all students” group. Should Maryland not identify its requisite number of priority schools, Maryland may identify Title I high schools with a graduation rate of less than 60% over a number of years.</p>
<p>Page 137 Number of schools that are priority and SIG was confusing.</p>	<p>Revised number of Priority/SiG schools since 2010 from 19 to 16. Clarified that three of the 19 schools are SIG, non-priority schools Since SY 2010-2011 Maryland has dedicated its Title I 1003(g) School Improvement Funds (SIG) to 16 Cohort I and Cohort II schools. Each of these schools implemented one of the four federally allowable SIG intervention models. In Maryland’s 2012 Flexibility Application, the State added 5 additional schools to the original list of 16 schools to meet the 5% requirement for Priority Schools.</p>
<p>Page 141 Table describing steps to identify priority schools</p>	<p>During SY 2014-2015 Maryland is serving 420 Title I schools across 24 LEAs. Five percent of 420 is 21. Maryland will identify 21 schools on or before January 31, 2016 to meet the requisite number of Priority Schools.</p>

2.D.iii

<p>Page 144 Breakthrough Center Description</p>	<p>Maryland will provide a comprehensive system of support for all of its low-achieving schools across the state. Sustained support to LEA will be provided through The Breakthrough Center which provides resources to low performing schools. The Breakthrough Center was created within the MSDE to make it easier for LEAs with struggling schools to navigate the complexities of the school improvement process, and to also learn about and receive support and resources proven to improve teaching and learning—and sustain it. The Breakthrough Center aims to create communities of</p>
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	<p>practice among various offices at the state level through its cross-functional team, comprised of staff from various Divisions to coordinate and deliver resources and support to improve both operational and instructional outcomes at the LEA and school levels.</p> <p>Because Maryland places strong emphasis on building capacity at the LEA level, Maryland's Breakthrough Center staff will focus on providing support to any LEA that has schools identified as a low performing school including LEAs with Priority, SIG and Focus schools. This work will complement the work done in the school house so that turnaround is not just achieved, but sustained.</p>
<p>Page 144 Original did not include a link to the approved SIG models.</p>	<p>Added language which includes a link to USED website.</p> <p>Each LEA with Priority Schools will be required to submit to MSDE for approval an intervention plan for each Priority School based on one of the seven USED approved SIG intervention models. Elements of each model are described in the <i>FY2014 SIG Application</i> located on the federal website at: http://www2.ed.gov/prgrams/sif/index.html.</p>
<p>Page 144 The following intervention and supports will be provided for all Priority Schools beginning with SY 2016-2017.</p>	<p>Changed language to better align with language and tables used earlier in the application.</p> <p>A menu of support options for all Maryland schools has been provided in Section 2. A. i. It is expected that LEAs will provide a higher level of technical assistance and support to Priority Schools using additional resources provided by several federal grant programs such as, Title I, 1003(g), Title I 1003(a) and Title I, Part A.</p>
<p>Pages 147-148 The Turnaround Principles</p>	<p>Removed specific criteria for the turnaround principles because they referenced earlier in section 2.D.iii (Elements of each model are described in the <i>FY2014 SIG Application</i> located on the federal website at: http://www2.ed.gov/prgrams/sif/index.html</p>
<p>Page 147 Financial Resources</p>	<p>Added a sentence to the first paragraph which clarifies that USDE is allowing states to not assign new ratings in 2015-2016.</p> <p>Maryland will allow Priority schools that do not receive SIG funds to apply for Title I 1003(a) funds for SY 2015-2016 only. Because the U.S. Department of Education (USDE) is allowing states administering new college and career ready aligned assessments in the 2014-2015 school year to not assign schools new ratings based on those assessments for the SY 2015-2016. Maryland will have 1003(a) funds available because Maryland will not identify Title I schools (Approaching Targets Schools) that have not met their annual</p>

	measurable objectives (AMO) in SY 2014-2015 because AMOs will not be set until January 2016.
page 148 Financial Resources, Reference to use of 1003(a) funds for priority schools' coaches and annual convenings.	Added a "Note" to describe the finances available to schools that have not exited priority status in 3 years. Maryland will seek permission from LEAs to hold back 10% of the Title I 1003(a) funding to provide direct support to Priority and Focus schools in the form of annual convenings, meetings, and contractual turnaround coaches for priority schools that have not exited after 3 years. Note: Maryland may only serve schools and LEAs that are designated Priority, Focus or Approaching Targets schools with Title I, 1003(a) school improvement funds.

2.D. iv.

Page 149 Introductory paragraph	Revised the introduction to include USDE policy letter information. Maryland is currently serving 3 Cohort III SIG schools. Maryland will submit its 2014 SIG application in April requesting to carryover 2014 SIG funds to FY 2015 because the State will not have state assessment data for SY 2014-2015 before January, 2016. The U.S. Department of Education (USDE) is allowing states administering new college and career ready aligned assessments in the 2014-2015 school year to not assign schools new ratings based on those assessments for the SY 2015-2016. Maryland expects the LEAs with Priority schools that have not exited priority school status to review their current plan and focus on areas where barriers have impeded success. . Schools identified in January 2016 will be expected to modify or change their intervention for implementation beginning with SY 2016-2017.
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2.D.v.

Page 155-156 Introductory Paragraph	Refined the language based on current levels of support. Maryland will continue to implement a process to provide direct support to LEAs with Priority schools, SIG Schools, and Focus schools. . Maryland's position is to work with the LEA on a regular basis to insure there is improvement in these lowest performing schools. This process includes monthly internal MSDE meetings coordinated by the Breakthrough Center. One key feature of the Breakthrough Center calls for MSDE to convene a cross functional team comprised of experts within the Department from Title I and the Divisions of Instruction, Student, Family and
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	<p>School Support, Career and Technology Education, and Special Education . The cross functional team is charged with identifying support for LEAs by leveraging resources to provide the services in the areas of academics, scheduling, safe schools, leadership, data and professional development among others.</p> <p>MSDE staff will continue to meet monthly with the LEA Central Support Team (CST) and LEA Turnaround Executive Support Team (TEST) offices to discuss progress, barriers, services and interventions for each Priority and SIG school. LEAs will continue to be required to submit quarterly data to MSDE and will submit monthly fiscal reports beginning with SY2015-2016. MSDE will also require the discussion of data on a quarterly basis with the CST and TEST in each LEA.</p>
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2.E Focus Schools

2.E.i

<p>Pages 157-159 Methodology to determine Focus Schools</p>	<p>Removed previous methodology because the accountability system is changing.</p> <p>Replaced with narrative to define Focus Schools.</p> <p>Focus schools are schools that usually do not require a school-wide, systemic change but rather need to focus on the services to only one subgroup or the lowest performing students in the school. The U.S. Department of Education (USDE) is allowing states administering new college and career ready aligned assessments in the 2014-2015 school year to not assign schools new ratings based on those assessments for the SY 2015-2016. Maryland will continue to allow identified Focus Schools to implement appropriate interventions based on that continued status. Maryland will provide an updated list of Focus Schools no later than January 31, 2016, for implementation beginning in the 2016-2017.</p> <p><u>Definition of Focus Schools</u></p> <p>Maryland will identify its Focus Schools as those Title I schools previously identified as Focus Schools that have not yet met exit criteria after three years and, in order to reach the requisite number of Focus Schools will identify Title I schools that have the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest achieving subgroup or subgroups or, at the high school level has the largest within-school gaps in graduation rates .</p> <p>Or</p> <p>A Title I high school with a graduation rate less</p>
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	<p>than 60% over a number of years that is not identified as a priority school. Maryland will provide the methodology with the January 31, 2016 amendment.</p> <p>Since SY 2010-2011 Maryland has dedicated its Title I 1003(a) School Improvement Funds to 42 Focus Schools. Each of these schools developed intervention plans to address their gap. During the 2015-2016 school year, Maryland will serve 41 Focus Schools due to the impending closure of one identified school.</p>
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2.E.iv.

<p>Page 170 Current language : Maryland is currently not serving any Title I high schools with a graduation rate of <60%. Should Maryland identify Title I high schools, using 2014-2015 assessment data, as Focus schools in the future, an additional exit component would include a graduation rate of 70% or above for two (2) or more consecutive years. If a school is no longer a Title I school they would also be exited from focus status.</p>	<p>Revised Exit Criteria Explanation for Title I high schools</p> <p>Title I high schools with a graduation rate of <60% will exit Focus status following the aforementioned criteria and would have to have a graduation rate of 70% or above for two (2) or more consecutive years. If a school is no longer a Title I school it would also be exited from Focus School status.</p>
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2F. Provide Incentives and Supports for Other Title I Schools

<p>Page 178 First and second paragraph reorganized into one paragraph.</p>	<p>Since approval of Maryland’s flexibility plan, Maryland has provide Title I 1003(a) funds to LEAs to support Title I schools that have not made their AMOs in all subgroups (Approaching Targets schools). Since Maryland will not have set AMOs until January 2016, MSDE will not be able to determine if a Title I school has met the AMOs until data become available after the 2015-2016 test administration. . Consequently, Maryland will not provide additional funds to those schools for the 2015-2016 school year but will allow LEAs to extend the use of their current Title I 1003(a) funds until June 2016. Maryland’s new list of Approaching Targets schools will be generated by July 30, 2016 for implementation of interventions beginning no later than October of the 2016-2017 school year.</p>
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Principle 3

Substantive changes to Principle 3 include clarifying comments that are made in the public comment document (Appendix III C-A) to further explain the collaboration between the State and its LEAs, a change in language that results may inform or count for personnel decisions and all removal of references to the School Progress Index (SPI) as Maryland is developing a new accountability model.

Appendix III-C-C: Superintendents Weekly Transmittal to LEA Superintendents



Mary Gable -MSDE- <mary.gable@maryland.gov>

Weekly Transmittal - Friday, February 27, 2015

1 message

Betty Mack -MSDE- <betty.mack@maryland.gov>

Fri, Feb 27, 2015 at 9:23 AM

To: Barbara Canavan <Barbara.Canavan@hcps.org>, Carol Williamson <carol.williamson@qcps.org>, Clayton Wilcox <Wilcoola@wcps.k12.md.us>, D'Elle Devine <ddevine@ccps.org>, Dallas Dance <sdallas@bcps.org>, "Daniel D. Curry" <curryd@calvertnet.k12.md.us>, David Cox <david.cox@acps.k12.md.us>, George Arlotto <garlotto@aacps.org>, Gregory Thornton <gethamton@bcps.k12.md.us>, "Henry V. Wagner, Jr." <wagnerh@dcpsmd.org>, James Scott Smith <jssmith@smcps.org>, Janet Wilson <jwilson@ga.k12.md.us>, Jerry Wilson <JBWilson@mail.worcester.k12.md.us>, "John B. Gaddis" <jgaddis@somerset.k12.md.us>, John Fredericksen <jfrederi@wboe.org>, Karen Couch <kcouch@kent.k12.md.us>, Kelly Griffith <kgriffith@tcps.k12.md.us>, Kevin Maxwell <ceo@pgcps.org>, Larry Bowers <larry_bowers@mcpsmd.org>, Maggie Hill <khill@ccboe.com>, Milton Nagel <milton_nagel@mail.ci.k12.md.us>, Renee Foose <rfoose@hcps.org>, Stephen Guthrie <shguthr@carolk12.org>, Theresa Alban <theresa.alban@fcps.org>, Betty Mack -MSDE- <betty.mack@maryland.gov>

Cc: Allegany County - Dixie Heavener <dixie.heavener@acps.k12.md.us>, Anne Arundel Co - Carol O'Malley <comalley@aacps.org>, Anns Arundel Co - Joan Conrad <jconrad@aacps.org>, Baltimore City - Amanda Ellison <aellison@bcps.k12.md.us>, Baltimore City - Joan Hammonds <jhammonds@bcps.k12.md.us>, Baltimore County - Brenda Stiffler <brenda.stiffler@bcps.org>, Calvert Co - Darlene White <whited@calvertnet.k12.md.us>, Caroline Co - Vivian Fisher <vivian_fisher@mail.ci.k12.md.us>, Carroll Co - Andrea Lucido <a_lucido@carolk12.org>, Cecil Co - Margaret Brown <margaretbrown@ccps.org>, Charles Co - Debbie Iverson <diverson@ccboe.com>, Dorchester Co - Chris Dayton <daytonc@dcpsmd.org>, Frederick Co - Julie Roberson <Julie.roberson@fcps.org>, Garrett Co - Karen Brewer <karen.brewer@garrettcountryschools.org>, Harford Co - Debbie Howell <debbie.howell@hcps.org>, Howard Co - Kathy Chiacchio <kchiacchio@hcps.org>, Kent Co - Paula Pyiannakis <pyiannakis@kent.k12.md.us>, Mont Co - Sandra Napoli <sandra_i_napoli@mcpsmd.org>, PG Co - Jackie Brown <jacquelyn.brown@pgcps.org>, Queen Anne's Co - Jacqueline Vassell <jacqueline.vassell@qcps.org>, Somerset Co - Joy Hall <jhall@somerset.k12.md.us>, "St. Mary's Co - Beverly Dahlstrom" <badahlstrom@smcps.org>, Talbot Co - Charlene Gould <cgould@tcps.k12.md.us>, Washington Co - Cheryl Steiner <steinche@wcps.k12.md.us>, Wicomico Co - Andrea Douling <adouling@wboe.org>, "Worcester Co - Barb Phillips (Scheduler) - Worcester County" <baphillips@mail.worcester.k12.md.us>, MSDE DL Executive Team <DLExecutiveTeam_MSDE@maryland.gov>, MSDE DL Exec Team Secretaries <DLExecTeamSecretaries_MSDE@maryland.gov>, Bernie Sadusky - MACC <bsadusky@mdacc.org>, khalek@seedsschoolmd.org, monique.davis@pgcps.org, dheifman@mseanes.org, Betty Weiler <bweiler@mseanes.org>, Renee McGuirk Spence <(b)(6)> PSSAM ED <(b)(6)>, William Reinhard -MSDE- <william.reinhard@maryland.gov>, William Cappe -MSDE- <william.cappe@maryland.gov>, Christy G Neill -MSDE- <christy.neill@maryland.gov>

Per Dr. Lowery's request, I am sending you the weekly transmittal. Thank you. Betty Mack

Weekly Update for Maryland Local School System Superintendents Friday, February 27, 2015

ACTION ITEMS

Maryland to Apply for Three Year Renewal of ESEA Flexibility Waiver

The U.S. Department of Education has provided states with the opportunity to apply for a Renewal of their ESEA Flexibility Plan. The draft of Maryland's ESEA Flexibility Renewal is posted for review. ([Maryland's ESEA Renewal Request 2015](#)) The draft addresses the three ESEA Principles: Transitioning to College and Career Ready Standards and Assessments (Principle 1), Developing Systems of Differentiated Recognition, Accountability and Support (Principle 2), and Evaluating Teacher and Principal Effectiveness (Principle 3). The draft will be posted on MSDE's website (links are provided within this document) for two weeks, through March

<https://mail.google.com/mail/u/0/?ui=2&ik=d52667c66&view=pt&cat=Personal%20Folders%2FUEAN%20Sup%20Weekly%20Updates&search=cat&th=146cb6...> 1/3

10. Please take this opportunity to review the document and provide feedback using Survey Monkey which is available [here](#). Your input is very important to this process. The link to the powerpoint that was part of the presentation to the State Board on February 24, 2015 is below.

- [ESEA Flexibility Renewal Powerpoint \(02/24/15\)](#)

INFORMATIONAL ITEMS

Minutes of the January 27, 2015 State Board Meeting

Attached are the minutes of the January 27, 2015 State Board of Education meeting.

February 24, 2015 State Board Meeting

Attached is an FYI from the February 24, 2015 State Board of Education meeting.

#PrepareForPARCC Weekly Rundown for March 2, 2015

PARCC Information Session for Spanish-Speaking Parents

On Monday, March 2, 2015 from 6:30-7:30 p.m., MSDE is holding an information session for Spanish-speaking parents of Maryland public school students to give them a better understanding of the State's new PARCC assessments. The event will be held in Baltimore City at the José Ruiz Community Center at 606 South Ann Street. For more information (in Spanish), please visit: <http://marylandpublicschools.org/MSDE/programs/parcc/docs/Parents-PARCC-Spanish-03022015.pdf>. For more PARCC resources and up-to-the-minute information:

- [Sign up here](#) to receive email updates on the PARCC assessments and other topics of interest
- Visit MSDE's [Prepare for PARCC webpage](#)
- Follow MdPublicSchools on [Facebook](#) and [Twitter](#)
- Join the conversation on social media with the hashtag #PrepareForPARCC

Office of Teacher and Principal Evaluation (OTPE)

TPE Team Convening: The final convenings of LEA TPE Teams will be held on Tuesday March 3 and Wednesday March 4 at the Sheraton Hotel; Jennifer Road, Annapolis. The State has made a significant commitment of time and resources and barring extreme weather conditions will make every effort to deliver this important culminating Race To The Top event on these dates. To further accommodate travel, the start of the program each day will be delayed until 9:00 A.M and will conclude by 2:45 P.M. Superintendents have also been invited to participate on their Team's date. Advance materials were emailed to participants on February 26. Any weather related updates will be communicated directly to participants by email. The agenda can be accessed at <http://msde.state.md.us/tpe/LEAConveningAgenda03030304.pdf>. Findings from the convenings will be included in Communication Bulletin #31.

SLO Progress Survey - The SLO Progress Survey powerpoint presentation from the February 24 MSBE meeting can be accessed at <http://marylandpublicschools.org/MSDE/programs/tpe/docs/MSBE-SLO-Survey-Presentation-2.24.15.pdf>. A full review will be provided in Communication Bulletin #30.

Evaluation Component Measures Report - WestEd's Analysis of Maryland School Districts' Teacher Ratings powerpoint presentation from the February 24 MSBE meeting can be accessed at http://marylandpublicschools.org/MSDE/programs/tpe/docs/Analysis-MD-LEA-TeacherRatings-MSBE-Presentation_2.24.15.pdf. A full review will be provided in Communication Bulletin #31.

Take Our Daughters And Sons To Work Day

The Take Our Daughters And Sons to Work Foundation is delighted to bring another opportunity to create an enriching educational experience for our students. To participate on April 23, 2015, please call 800-676-778- or

visit www.daughtersandsonstowork.org

2 attachments

 **State Board January 27, 2015 Minutes.PDF**
2075K

 **State Board February.pdf**
152K



Mary Gable -MSDE- <mary.gable@maryland.gov>

Weekly Transmittal - Friday, April 3, 2015

1 message

Betty Mack -MSDE- <betty.mack@maryland.gov>

Thu, Apr 2, 2015 at 1:48 PM

(b)(6)

Per Dr. Lowery's request, I am sending you the weekly transmittal (a day early). Thank you. Betty

**Weekly Update for Maryland Local School System Superintendents
Friday, April 3, 2015**

ACTION ITEMS

Maryland's ESEA Flexibility Renewal Request

Maryland's ESEA Flexibility Renewal Request was submitted to the U. S. Department of Education on March 31, 2015 for their review and approval. A copy of the submitted document can be found at: [ESEA Flexibility Renewal Request](#) (03/31/15). Thank you for your input into this Renewal Request. Please share with your staff, as appropriate. Should you have questions, please contact Mary Gable at mary.gable@maryland.gov.

Office of Teacher and Principal Evaluation (OTPE)

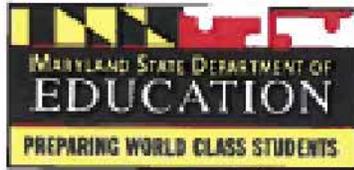
TPE Sustainability Grants- RTTT LEAs are working with Ben Feldman to complete the documentation for closing these grants. Charges made to the grant after April 15 will be returned to the LEA for payment with local funds. There is no plan at this time for distributing remaining RTTT funds through the TPE Sustainability Grant line.

INFORMATIONAL ITEMS

Office of Teacher and Principal Evaluation (OTPE)

Annual Progress Reporting – Details and directions for WestEd/CTAC's data gathering for their annual report of Maryland's progress with TPE were sent to Superintendents and copied to TPE Points of Contact the week of March 23. Representatives from West/Ed CTAC will contact LEAs and participants directly. The Electronic Survey will be forwarded to Superintendents and TPE Points of Contact the week of April 13 for distribution to teachers and administrators on April 20.

Appendix III-C-D:
Maryland ESEA Public Posting



About MSDE | Divisions | State Board | News Room | School Systems | Testing | Programs

MSDE Home

- Programs
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 - Bridge to Excellence
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 - Equity Assurance
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 - ESEA Flexibility
 - ESOL/Title III
 - Family Literacy
 - Financial Literacy
 - GED
 - Gifted and Talented
 - Homeless Education Assistance
 - Maryland Skills2Compete
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 - Parent Involvement Matters Award
 - Race to the Top
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 - STEM Education
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 - Technology/Library Media
 - Title I
 - Transportation
 - 21st Century Learning Centers

Programs

Programs > ESEA Flexibility

ESEA Flexibility

Maryland to Apply for Three Year Renewal of ESEA Flexibility Waiver

The U.S. Department of Education has provided states with the opportunity to apply for a Renewal of their ESEA Flexibility Plan. The draft of Maryland's ESEA Flexibility Renewal is posted for review. ([Maryland's ESEA Renewal Request 2015](#)) The draft addresses the three ESEA Principles: Transitioning to College and Career Ready Standards and Assessments (Principle 1), Developing Systems of Differentiated Recognition, Accountability and Support (Principle 2), and Evaluating Teacher and Principal Effectiveness (Principle 3). **The draft will be posted for two weeks, through March 11 (Please note: We have added an additional day due to the impact of the inclement weather last week).** Please take this opportunity to review the document and provide feedback using Survey Monkey which is available [here](#). Your input is very important to this process.

- [ESEA Flexibility Renewal Powerpoint](#) (02/24/15)

ESEA Flexibility Extension Approval

On July 18, 2014 Maryland received approval from USDE for our Flexibility Extension Request that is described below.

- [Approval Letter](#)
- [Maryland Approved ESEA Flexibility Request](#)

ESEA Flexibility Extension Request

On May 29, 2012, the U.S. Department of Education (USED) approved Maryland's request for ESEA Flexibility for the 2012-2013 and the 2013-2014 school years. USED provided all ESEA Flexibility States with the opportunity to apply for an Extension to this ESEA Flexibility for the 2014-2015 school year. Maryland sought to extend ESEA flexibility through the end of the 2014-2015 school year because the implementation of the flexibility has enhanced the ability of MSDE and the local school systems to increase the quality of instruction for all students as well as improve their achievement levels. The waiver has allowed Maryland to target resources and implement rigorous interventions in our low performing schools. Maryland believes that the flexibility of the waiver has

Maryland's Request for ESEA Flexibility Extension

- [Maryland's Request for ESEA Flexibility Extension](#)

ESEA Flexibility Application

- [Maryland's ESEA Flexibility Application, Revised Feb. 28, 2012](#)
- [Approval Letter of Maryland's Guidelines for Teacher & Principal Evaluation & Support Systems \(Principle 3\), Jan. 9, 2012](#)
- [Maryland's ESEA Flexibility Application, Revised Nov. 2, 2011](#)
- [Maryland Amendment to ESEA Flexibility Request Approval Letter, Nov. 5, 2012](#)
- [Press Release: Maryland Gains Flexibility From No Child Left Behind Requirements](#)
- [Maryland ESEA Flexibility Request Approval Letter, May 29, 2012](#)
- [Maryland's ESEA Flexibility Application Attachments](#)
- [Maryland's ESEA Flexibility Application Appendices](#)
- [Maryland's ESEA Flexibility Application Appendix II](#)

ESEA Flexibility Communication Materials

- [Maryland's Elementary and Secondary Education Act \(ESEA\) Flexibility Plan](#)
- [Maryland ESEA Flexibility Request](#)
- [Beyond No Child Left Behind: Maryland's Flexibility Plan Under the Elementary and Secondary Education Act \(ESEA\) and What It Means For School Accountability](#)

Priority, Focus, Reward and Approaching Target Schools

- [Press Release: Maryland Schools Rewarded For Strengthening Achievement](#)
- [Maryland's ESEA](#)

allowed the State and its LEAs to focus on implementing the Maryland College and Career-Ready Standards, transition to the College and Career-Ready PARCC Assessments, provide support, recognition, and intervention to all Maryland public schools, and develop a teacher and principal evaluation system that incorporates student growth as a major component.

As part of the extension process, Maryland proposed changes to its currently approved ESEA flexibility request. Below please find the following documents which were submitted to the U.S. Department of Education on March 25, 2014 with our Flexibility Extension Request:

- (1) [Maryland's ESEA Extension Request Letter](#)
- (2) [Completed Amendment Template for Teacher/Principal Evaluation](#)
- (3) [Teacher/Principal Evaluation \(TPE\) Amendment](#)
- (4) [Redline of Maryland's ESEA Request](#)
- (5) [Letter Requesting an additional waiver](#)

ESEA Flexibility

As allowed by the U.S. Department of Education (USDE), the Maryland State Department of Education received approval for flexibility from adhering to certain federal requirements for our public education system. The Elementary and Secondary Act (ESEA), commonly referred to as "No Child Left Behind," was created a decade ago to establish an accountability system that focused on accountability, improving standards, and eliminating achievement gaps. However, the consequences of NCLB prohibited some states from developing new and innovative reforms. As a result, USDE offered states flexibility around twelve of the provisions of NCLB. Maryland submitted its plan in February 2012 and was approved on May 29, 2012. Maryland is one of 34 states and the District of Columbia to receive approval on its Flexibility Request.

Maryland's ESEA Flexibility Accountability Addendum (Approved by the U. S. Department of Education, November 13, 2013):

The ESEA Flexibility Accountability Addendum which is included below replaces Maryland's existing accountability workbook under the Elementary and Secondary Education Act of 1965, as amended (ESEA). In conjunction with Maryland's approved ESEA flexibility request which is also included below, the Accountability Addendum provides comprehensive information regarding the elements of the Maryland' system of differentiated recognition, accountability and support.

[Maryland ESEA Flexibility Accountability Addendum Letter](#)

[Maryland ESEA Flexibility Accountability Addendum](#)

[Flexibility Reward Schools](#)
 • [Maryland's ESEA Reward, Focus, and Priority Schools](#)
 • [Maryland's 2012-2013 Approaching Target Schools](#)
 • [Title I Superlative Reward Schools Videos](#)

[School Progress Index](#)
 • [School Progress Index](#)

[ESEA Flexibility Brochure and Fact Sheets](#)

• [ESEA Flexibility Brochure and Fact Sheets](#)

[The Best Practices of Title I Superlative Highest Performing Reward Schools](#)

[Maryland's ESEA Flexibility Application](#) 
Revised 02.28.2013

[Approval Letter of Maryland's Guidelines for Teacher & Principal Evaluation & Support Systems \(Principle 3\)](#)
01.09.2013

[Maryland's ESEA Flexibility Application](#)  13.1MB
Submitted: 11.07.2013, Approved: 11.26.2013

[Maryland Amendment to ESEA Flexibility Request Approval Letter](#) 
Posted: November 7, 2013

[Maryland's Elementary and Secondary Education Act \(ESEA\) Flexibility Plan](#)
Summary of Maryland's Flexibility Plan (brochure)
October 2012

For additional information, please visit
<https://www.ed.gov/caco/flexibility>

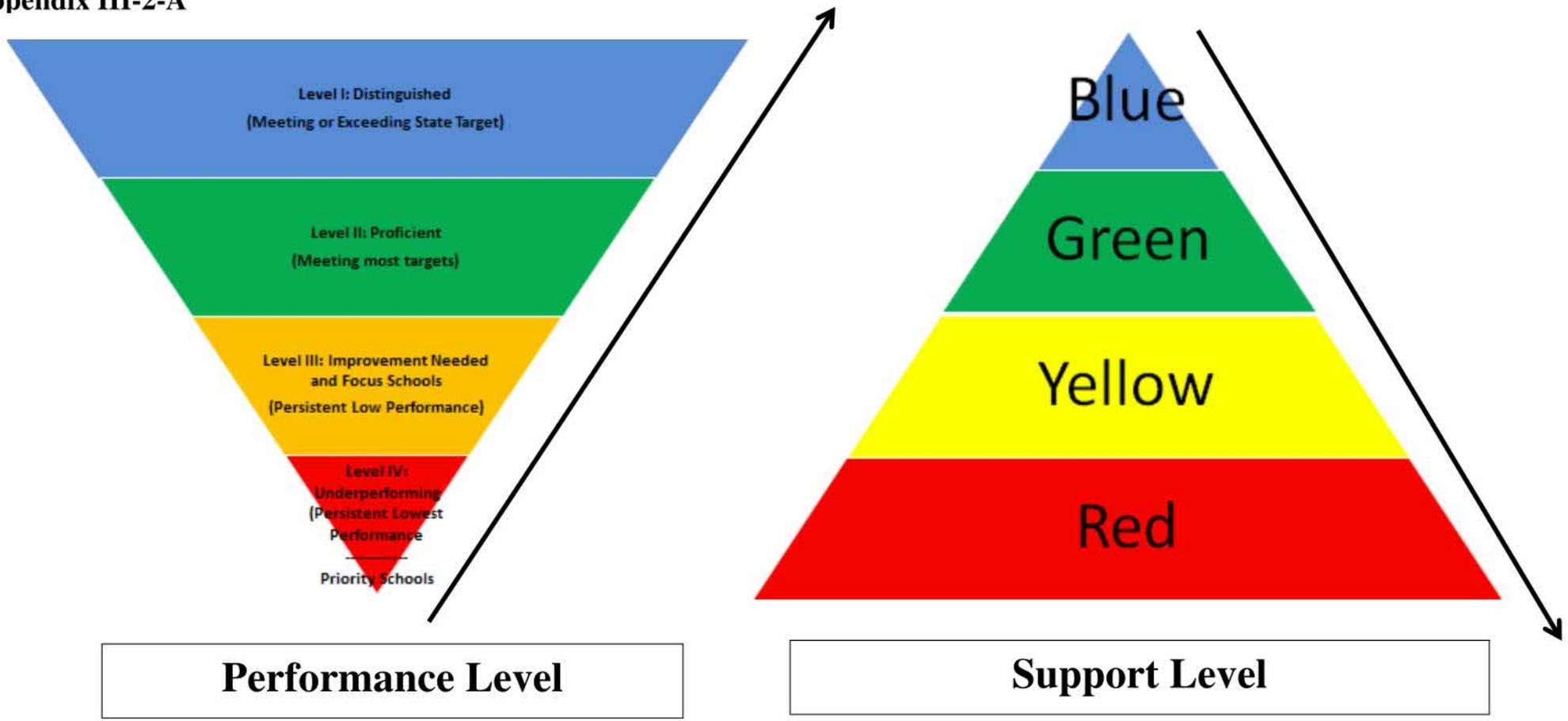
Contact Information

Mary L. Gable, Assistant State Superintendent
Division of Academic Policy & Innovation
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
Phone: 410-767-0473
Fax: 410-333-2275
Email: mary.gable@maryland.gov

Appendix III-2-A:

Maryland's Support for Schools for Framework

Appendix III-2-A



Appendix III-2-B:

Early Learning Model

Appendix III-2-B

School Name and Number:

Intervention Model: EARLY LEARNING MODEL (Elementary Schools Only)

Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup.

SY 2016:

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for **SY 2016/17 only** (to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2016:

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for **SY 2016/17 only** (to be updated annually upon renewal of the grant)

School Name and Number:**Intervention Model: EARLY LEARNING MODEL (Elementary Schools Only)****Stakeholder Involvement:**

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

Model Selection:

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. For example, the Early Learning Model requires a full-day kindergarten and a high-quality preschool program. The LEA must describe practices and policies, that will impact the entire school, that are necessary to meet this model's requirements in the first full year of implementation.

Alignment of Universal Design for Learning:

Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

Alignment of Resources:

Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

School Name:

Early Learning Model

LEA Design and Implementation of the Intervention Model
(include alignment of additional resources)

Timeline for Implementation

Name and Position of Responsible Person(s)

Requirements for the Early Learning Model (LEA must implement requirements 1-11)
(Federal Register /Vol. 80, No. 26)

1. Establish or expand a high-quality preschool program as defined as:

School Name:			
Early Learning Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<ul style="list-style-type: none"> • High Staff Qualifications • A child-to-instructional staff ratio of no more than 10 to 1. • A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications • A full-day program • Inclusion of children with disabilities to ensure access to full participation in all opportunities • Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State early learning and developmental standards, for at least the year prior to kindergarten entry • Individualized accommodations and supports so that all children can access and participate fully in learning activities 			

School Name:			
Early Learning Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<ul style="list-style-type: none"> • Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff • Program evaluation to ensure continuous improvement • On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development • Evidence-based health and safety standards <p>(Full-day kindergarten is required by Maryland State law)</p>			
2. Replace the principal who led the school the school prior to commencement of the early learning model and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes			
3. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and			

School Name:			
Early Learning Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
developed with teacher and principal involvement.			
4. Use the teacher and principal evaluation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so			
5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system			
6. Use data to identify and implement an instructional program that is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with State early learning and development standards and State academic standards			
7. In the early grades, promote the full range of academic content across domains			

School Name:			
Early Learning Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
of development, including math and science, language and literacy, socio-emotional skills, self-regulation and executive functions			
8. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students			
9. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
10. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions			
11. Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or			

School Name:			
Early Learning Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
local agencies, and others to create safe school environments that meet students' social, emotional, and health needs			
Other strategies that LEA will take to implement the Early Learning Model			

Appendix III-2-C:

Maryland Turnaround Principles Model

Appendix III-2-C

School Name and Number:

Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL

Annual Goals for Reading/Language arts on State assessments for “all students” group and for each subgroup.

SY 2016:

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for **SY 2016/17 only** (to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2016:

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup **for SY 2016/17 only** (to be updated annually upon renewal of the grant)

School Name and Number:**Intervention Model: MARYLAND TURNAROUND PRINCIPLES MODEL****Stakeholder Involvement:**

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

Model Selection:

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies that are necessary to meet this model's requirements in the first full year of implementation.

Alignment of Universal Design for Learning:

Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

Alignment of Resources:

Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Name of School:

Maryland Turnaround Principles Model

LEA Design and Implementation of the Intervention Model
(include alignment of additional resources)

Timeline for Implementation

Name and Position of Responsible Person(s)

Maryland's Required Components of Maryland's Turnaround Principles Model**REQUIRED COMPONENT 1: STRONG LEADERSHIP****The LEA must:**

- 1a. Review the performance of the current principal and track record and replace principal if such a change is necessary to ensure strong and effective leadership or

Name of School:

Maryland Turnaround Principles Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			
<input type="checkbox"/> 1b. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.			
REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION The LEA must:			
<input type="checkbox"/> 2a Review the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort.			
<input type="checkbox"/> 2b Prevent ineffective teachers from transferring to priority and focused schools.			
<input type="checkbox"/> 2c. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.			
REQUIRED COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION The LEA must:			
<input type="checkbox"/> 3a. Redesign the school day, week, or year to include additional time for student learning and collaboration.			
REQUIRED COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM The LEA must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.			

Name of School:

Maryland Turnaround Principles Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Maryland's Turnaround Principles Model			

REQUIRED COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION
The LEA must:

<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.			

REQUIRED COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS
The LEA must:

<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as: students' social and emotional, and health needs.			
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REQUIRED COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT
The LEA must:

<input type="checkbox"/> 7a. Evidence of the strongest commitment which demonstrates how families and communities are meaningfully engaged in the implementation of the intervention to support student learning			
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Name of School:

Maryland Turnaround Principles Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
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Maryland's Required Components of Maryland's Turnaround Principles Model

<input type="checkbox"/> 7b. Families and community organizations are key partners in creating a culture of achievement and addressing students' social, emotional, and health needs (Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs)			
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Other Actions the LEA will take in addition to the above Required Turnaround Principles

Maryland Turnaround Principles	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)

Appendix III-2-D:

Restart Model

Appendix III-2-D

School Name and Number:**Intervention Model : RESTART MODEL**

Annual Goals for Reading/Language arts on State assessments for “all students” group and for each subgroup.

SY 2016:

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for **SY 2016/17 only** (to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2016:

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup **for SY 2016/17 only** (to be updated annually upon renewal of the grant)

School Name and Number:**Intervention Model : RESTART MODEL****Stakeholder Involvement:**

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

Model Selection:

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. The LEA must determine that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school. Include in your description how the requirements of this model align to the prioritized needs of the school.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies that are necessary to meet this model’s requirements in the first full year of implementation.

Alignment of Universal Design for Learning:
 Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

Alignment of Resources:
 Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Sustainability of the Reforms:
 Describe actions the LEA will take to sustain the reforms in this school after the funding period ends.

Name of School:

Restart Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for Restart Model			

REQUIRED COMPONENT 1: STRONG LEADERSHIP
The LEA must:

<input type="checkbox"/> 1a. Review the performance of the current principal and his track record; replace principal if such a change is necessary to ensure strong and effective leadership or			
<input type="checkbox"/> 1b. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.			

REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION
The LEA must:

<input type="checkbox"/> 2a Review the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the restart effort..			
<input type="checkbox"/> 2b. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and			

Name of School:

Restart Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
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Requirements for Restart Model

<p>... tied to teacher and student needs.</p>			
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REQUIRED COMPONENT 3: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM
The LEA must:

<p><input type="checkbox"/> 3a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.</p>			
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REQUIRED COMPONENT 4: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION
The LEA must:

<p><input type="checkbox"/> 4a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p>			
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<p><input type="checkbox"/> 4b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.</p>			
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REQUIRED COMPONENT 5: ENSURING SAFE AND SUPPORTIVE SCHOOLS
The LEA must:

<p><input type="checkbox"/> 5a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as:</p>			
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Name of School:

Restart Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
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Requirements for Restart Model

students' social and emotional, and health needs.			
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REQUIRED COMPONENT 6: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT

The LEA must:

<input type="checkbox"/> 6a. Evidence of the strongest commitment which demonstrates how families and communities are meaningfully engaged in the implementation of the intervention to support student learning			
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<input type="checkbox"/> 6b. Families and community organizations are key partners in creating a culture of achievement and addressing students' social, emotional, and health needs (Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs)			
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Other Actions the LEA will take in addition to the above Restart Required Components

Restart Model Additional Components	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)

Appendix III-2-E:

School Closure Model

Appendix III-2-E

School Name and Number:**Intervention Model : SCHOOL CLOSURE****Describe an overview of LEA's School Closure Process:**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. Note: Maryland LEAs will make closure decisions prior to June 30, 2016. Schools will be closed beginning July 1, 2017.

Provide state assessment data for the schools for which the LEA has chosen the School Closure model.

Provide state assessment data for the closing schools and the receiving school. Receiving school must have higher achieving data than the school to be closed. Provide these data for each school that will receive students from the school that will be closed. If the receiving schools have not yet been determined, note that the list of receiving schools and their state assessment data must be submitted to MSDE before school closure moves forward. Describe the proximity (distance) of the receiving schools to the closed school.

Stakeholder Involvement:

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the intervention selection process. Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs. Attach documentation of meetings or (planned meetings) and correspondence to the overall application.

Model Selection:

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

Alignment of Universal Design for Learning:

Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA's use of UDL in alignment with this intervention model.

School Closure Costs:

Describe, in detail, with a timeline how the LEA will use SIG funds in the closure process of the school. The LEA must ensure that the school receives all of the State and local funds if would receive in the absence of the school improvement funds and that those resources are aligned with the model requirements.

The maximum school improvement funds that can be used for the school closure model is \$50,000.

Name of School:

School Closure Model	LEA Design and Implementation of the Intervention Model	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>1 Identify the school for closure Describe specific action steps that the LEA will take to identify the school for closure, close the school, transfer students to their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.</p>			
<p>2 Identify receiving schools for students from the closed school Describe specific action steps that the LEA will take to identify the receiving schools, transfer students into their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.</p>			

Appendix III-2-F:

Transformation Model

Appendix III-2-F

School Name and Number: Intervention Model: TRANSFORMATION MODEL
Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup. SY 2016: SY 2017: SY 2018: SY 2019: SY 2020: Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for <u>SY 2016/17 only</u> (to be updated annually upon renewal of the grant)
Annual Goals for Mathematics on State assessments (MSA/HSA) for “all students” group and for each subgroup. SY 2016: SY 2017: SY 2018: SY 2019: SY 2020: Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for <u>SY 2016/17 only</u> (to be updated annually upon renewal of the grant)
Stakeholder Involvement: Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.
Model Selection: Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.
Modification of Practices or Policies to enable the school to implement this model fully: Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. For example, describe how the LEA will identify and reward school leaders and teachers who have increased student achievement.
Alignment of Universal Design for Learning: Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA’s use of UDL in alignment with this intervention model.
Alignment of Resources: Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

School Name and Number:**Intervention Model: TRANSFORMATION MODEL****Sustainability of the Reforms:**

Describe actions the LEA will take to sustain the reforms in this school after the funding period ends.

Name of School:**Transformation Model****LEA Design and Implementation of the Intervention Model
(include alignment of additional resources)****Timeline for Implementation****Name and Position of Responsible Person(s)****Requirements for the Transformation Model (LEA must implement actions 1-11)***A transformation model is one which the LEA must implement each of the following strategies to **develop and increase teacher and school leader effectiveness**:*

1. Replace the principal who led the school prior to commencement of the transformation model			
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement			
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove			

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
those who, after ample opportunities have been provided for them to improve their professional practice, have not done so			
4. Provide staff with ongoing, high-quality, job-embedded professional development (<i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school.			
<i>A transformation model is one which the LEA <u>must</u> implement each of the following comprehensive instructional reform strategies</i>			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards			
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and			

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
differentiate instruction in order to meet the academic needs of individual students			
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to increase learning time and create community oriented schools</i>			
8. Establish schedules and implement strategies that provide increased learning time (as defined in this notice)			
9. Provide ongoing mechanisms for family and community engagement			
<i>A transformation model is one which the LEA <u>must</u> implement each of the following strategies to provide operational flexibility and sustained support</i>			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates			
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)			
Permissible Strategies for the Implementation of the Transformation Model			
<i>A transformation model is one which the LEA <u>may</u> implement any of the following strategies (12-26) to:</i>			
<ul style="list-style-type: none"> • Develop and increase teacher and school leader effectiveness • Provide Comprehensive instructional reform strategies • Increase learning time and create community oriented schools 			

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<ul style="list-style-type: none"> • Provide operational flexibility and sustained support 			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school			
13. Instituting a system for measuring changes in instructional practices resulting from professional development			
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority			
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective			
16. Implementing a schoolwide "response-to-intervention" model			
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content			
18. Using and integrating technology-based supports and interventions as part of the instructional program			
19. In secondary schools-- (a) Increasing rigor by offering			

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
<p>opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</p> <p>(b) Improving student transition from middle to high school through summer transition programs or freshman academies</p> <p>(c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p>(d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>			
20. Partnering with parents and parent			

Name of School:			
Transformation Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs			
21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff			
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment			
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten			
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA			
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs			
26. Recruit, screen, and select external providers to ensure quality			

Appendix III-2-G:

Turnaround Model

Appendix III-2-G

School Name and Number:**Intervention Model: TURNAROUND MODEL**

Annual Goals for Reading/Language Arts on State assessments for “all students” group and for each subgroup.

SY 2016:

SY 2017:

SY 2018:

SY 2019:

SY 2020:

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for **SY 2016/17 only** (to be updated annually upon renewal of the grant)

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2016:

SY 2017:

SY 2018:

SY 2019:

SY 2020

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for **SY 2016/17 only** (to be updated annually upon renewal of the grant)

Stakeholder Involvement:

Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.

Model Selection:

Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. Include in your description how the requirements of this model align to the prioritized needs of the school.

Modification of Practices or Policies to enable the school to implement this model fully:

Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. For example, the Turnaround Model requires increased learning time for all students. The LEA must describe practices and policies that are necessary to meet this model’s requirements in the first full year of implementation.

Alignment of Universal Design for Learning:

Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe

School Name and Number:

Intervention Model: TURNAROUND MODEL

the LEA's use of UDL in alignment with this intervention model.

Alignment of Resources:

Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Sustainability of the Reforms:

Describe actions the LEA will take to sustain the reforms in this school after the funding period ends.

Name of School:			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
1 Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates			
2 Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff			
3 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school			
4 Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
5 Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability			
6 Use data to identify and implement an instructional			

Name of School:			
Turnaround Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA must implement actions 1-9)			
program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards			
7 Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
8 Establish schedules and implement strategies that provide increased learning time			
9 Provide appropriate social-emotional and community-oriented services and supports for students (Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs)			
Permissible Strategies for the Implementation of the Turnaround Model			
<i>LEA may implement additional LEA requirements or implement a themed school model.</i>			

Appendix III-2-H:
Whole School Reform Model

Appendix III-2-H

School Name and Number:
Intervention Model: WHOLE SCHOOL REFORM MODEL
Annual Goals for Reading/Language arts on State assessments for “all students” group and for each subgroup. SY 2016: SY 2017: SY 2018: SY 2019: SY 2020: Quarterly Milestone Goals for Reading/Language arts on interim assessments for “all students” group and for each subgroup for <u>SY 2016/17 only</u> (to be updated annually upon renewal of the grant)
Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup. SY 2016: SY 2017: SY 2018: SY 2019: SY 2020: Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup <u>for SY 2016/17 only</u> (to be updated annually upon renewal of the grant)

School Name and Number:
Intervention Model: WHOLE SCHOOL REFORM MODEL
Stakeholder Involvement: Describe how relevant stakeholders, including administrators, teachers, and their respective unions (as appropriate), parents, students, and/or members of the community were consulted during the needs assessment and intervention selection and design process. Plans for meetings with relevant stakeholders should be included in pre-implementation activities for each school. Attach documentation of meetings or (planned meetings) and correspondence to the final submission of the application.
Model Selection: Describe in detail how the LEA used the analysis of the needs of this school in the selection of this model. A whole-school model is a model in which there is a partnership with a whole-school reform model developer to improve student academic achievement or attainment for all students. A developer is an entity or individual that: <ul style="list-style-type: none">• Maintains proprietary rights for the model; or• Has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process that determines that the developer is likely to produce strong results for the school.

<p>Evidence of Effectiveness: Describe, in detail, the Whole School Model Developer chosen. Explain how the model is evidence-based:</p> <ul style="list-style-type: none"> • At least one study meeting What Work’s Clearinghouse evidence standards; and • Has a statistically favorable impact on academic achievement and attainment.
<p>Modification of Practices or Policies to enable the school to implement this model fully: Describe, in detail, how the LEA has modified practices and policies to enable the school to implement this model fully. The LEA must describe practices and policies that are necessary to meet this model’s requirements in the first full year of implementation.</p>
<p>Alignment of Universal Design for Learning: Universal Design for Learning (COMAR 13A.03.06): The LEA must use UDL guidelines and principles, consistent with Regulation .03 of this chapter, in the development and provision of: (1) Curriculum; (2) Instructional materials; (3) Instruction; (4) Professional development; and (5) Student assessments. Describe the LEA’s use of UDL in alignment with this intervention model.</p>
<p>Alignment of Resources: Describe, in detail, how the LEA will align other resources in each school in order to maximize available resources for full implementation of the model, (e.g. Title I, Part A, Title I 1003(a), Title II, Title I 1003(g) SIG, and other funding sources, etc. The LEA must ensure that the school receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.</p>

Name of School:			
Whole School Reform Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland’s Required Components of Whole School Reform Model			
LEA must implement all required components but one or more of the required components must be implemented with a Whole School Reform Developer			
REQUIRED COMPONENT 1: STRONG LEADERSHIP			
The LEA must:			
<input type="checkbox"/> 1a. Review the performance of the current principal and track record and replace principal if such a change is necessary to ensure strong and effective leadership or			
<input type="checkbox"/> 1b. Provide the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.			
REQUIRED COMPONENT 2: ENSURING TEACHERS ARE EFFECTIVE AND ABLE TO IMPROVE INSTRUCTION			
The LEA must:			
<input type="checkbox"/> 2a Review the quality of all staff and retaining only those who are determined to be effective and have the ability to be			

Name of School:			
Whole School Reform Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Whole School Reform Model LEA must implement all required components but one or more of the required components must be implemented with a Whole School Reform Developer			
successful in the turnaround effort.			
<input type="checkbox"/> 2b. Provide job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.			
REQUIRED COMPONENT 3: PROVIDING ADDITIONAL TIME FOR INSTRUCTION The LEA must:			
<input type="checkbox"/> 3a. Redesign the school day, week, or year to include additional time for student learning and collaboration.			
REQUIRED COMPONENT 4: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM The LEA must:			
<input type="checkbox"/> 4a. Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.			
REQUIRED COMPONENT 5: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION The LEA must:			
<input type="checkbox"/> 5a. Ensure the use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			

Name of School:			
Whole School Reform Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Whole School Reform Model LEA must implement all required components but one or more of the required components must be implemented with a Whole School Reform Developer			
<input type="checkbox"/> 5b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.			
REQUIRED COMPONENT 6: ENSURING SAFE AND SUPPORTIVE SCHOOLS The LEA must:			
<input type="checkbox"/> 6a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as: students' social and emotional, and health needs.			
REQUIRED COMPONENT 7: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNITY ENGAGEMENT The LEA must:			
<input type="checkbox"/> 7a. Evidence of the strongest commitment which demonstrates how families and communities are meaningfully engaged in the implementation of the intervention to support student learning			
<input type="checkbox"/> 7b. Families and community organizations are key partners in creating a culture of achievement and addressing students' social, emotional, and health needs (Partnering with parents and parent organizations, faith- and community- based organizations, health clinics, other State or			

Name of School:

Whole School Reform Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)
Maryland's Required Components of Whole School Reform Model LEA must implement all required components but one or more of the required components must be implemented with a Whole School Reform Developer			

local agencies, and others to create safe school environments that meet students' social, emotional, and health needs)

Other Evidence-based Actions the LEA may take to implement the Whole School Reform Model
These components may or may not have a Whole School Reform Developer.

Whole School Reform Model	LEA Design and Implementation of the Intervention Model (include alignment of additional resources)	Timeline for Implementation	Name and Position of Responsible Person(s)

Appendix III-2-I:

Maryland's Turnaround Plan for

Underperforming Schools

MSDE/Breakthrough Center Plan for Turnaround of Underperforming Schools

Theory of Action and Goals for Underperforming Schools

Drivers for Turnaround Plan

- Focus on seven principles for turnaround schools
- Shared SEA-LEA accountability for outcomes and progress
- Coordinate, cross-divisional support from the SEA (TBC)
- Targeted SEA supports aligned to seven principles (TBD)
- Implementation of strong performance management practices

Performance Goals for Turnaround Schools:

- Annual and multi-year goals that define success in lowest performing schools



<p>SEA Breakthrough Center</p> <ul style="list-style-type: none"> • Core roles and responsibilities • Organizational structure (resources) • SEA-LEA partnership agreement 	<p>LEA Turnaround Office</p> <ul style="list-style-type: none"> • Core roles and responsibilities • Organizational structure (resources) • SEA-LEA partnership agreement
<p>SEA Delivered Supports and Interventions</p> <ul style="list-style-type: none"> • Specific, targeted supports SEA will provide; aligned to seven principles (<i>TBD – but given diminished resources, will need to prioritize</i>) • Strong needs assessment process for schools • Expectations across MSDE divisions 	<p>LEA Required Supports and Interventions</p> <ul style="list-style-type: none"> • Expectations/requirements for LEA support • Strong needs assessment process for schools
<p>SEA/LEA Funding for Turnaround schools (SIG, other?)</p> <ul style="list-style-type: none"> • Summary of grant funding priorities and parameters • Focus on sustainability and strategic use of resources 	
<p>SEA/LEA Progress Monitoring Activities</p> <ul style="list-style-type: none"> • Implementation indicators to measure impact of interventions (SEA-, LEA-, and school-level) • Leading outcome indicators to measure school turnaround progress • Lagging outcome measures (goals) • Description of SEA/LEA routines for collecting data, assessing progress, and adjusting strategies 	
<p>Accountability</p> <ul style="list-style-type: none"> • System of rewards and consequences for LEAs and schools that is clearly tied to performance data • Plans for publicly communicating progress against performance goals • Established process for annual review of progress, impact of SEA interventions, and adjustments to SEA strategies 	

APPENDIX

III-3-A:

Maryland Framework for Evaluation

SY 2014-2015	SY 2015-2016		SY 2016-2017		SY 2017-2018
<p>Oct.-June</p> <ol style="list-style-type: none"> 1. Conduct year one Component performance and contribution analysis 2. Identify correlations of interest for year two 	<p><u>50% Professional Practice</u></p> <p><i>Four Component measures</i></p> <ol style="list-style-type: none"> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i> <p><i>(Counts for personnel decisions)</i></p>	<p>Oct.-June</p> <ol style="list-style-type: none"> 1. Conduct year two Component performance and contribution analysis 2. Make adjustments to Professional Practice Components 	<p><u>50% Professional Practice</u></p> <p><i>Four Component measures</i></p> <ol style="list-style-type: none"> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i> <p><i>(Counts for personnel decisions)</i></p>	<p>Annual</p> <p>Study and Refine Component measures</p>	<p><u>50% Professional Practice</u></p> <p><i>Four Component measures</i></p> <ol style="list-style-type: none"> 1. <i>Planning & Preparation</i> 2. <i>Instruction</i> 3. <i>Classroom Environment</i> 4. <i>Professional Responsibilities</i> <p><i>(Counts for personnel decisions)</i></p>
<p>Oct.-June</p> <ol style="list-style-type: none"> 1. Conduct year one SLO performance and contribution analysis 2. Identify correlations of interest for year two 	<p><u>50% Student Growth</u></p> <p>30%</p> <ul style="list-style-type: none"> • <i>One or more SLO</i> • <i>Approved Local measures</i> <p><i>(Counts for personnel decisions)</i></p>	<p>Oct.-June</p> <ol style="list-style-type: none"> 1. Conduct year two SLO performance and contribution analysis 2. Make adjustments to SLO Components 	<p><u>50% Student Growth</u></p> <ul style="list-style-type: none"> • <i>One or more SLO</i> • <i>Approved Local measures</i> <p><i>(Counts for personnel decisions)</i></p>	<p>Annual</p> <p>Study and Refine SLOs</p>	<p><u>50% Student Growth</u></p> <ul style="list-style-type: none"> • <i>One or more SLO</i> • <i>Approved Local measures</i> <p><i>(Counts for personnel decisions)</i></p>
<p>Mar.-June</p> <ol style="list-style-type: none"> 1. Administer year one PARCC Assessments 2. Report results 3. Set baseline Student Growth Points 4. Determine how to use PARCC data to inform year two SLOs 	<p>20%</p> <ul style="list-style-type: none"> • Use of 2015 PARCC assessments to inform district or school level SLO for application to Spring 2016 evaluations <p><i>(Informs personnel decisions)</i></p>	<p>Mar.-Aug.</p> <ol style="list-style-type: none"> 1. Administer year two PARCC Assessments 2. Report Results 3. Reconstruct MTAI Translation of Growth Measure 4. Calculate Growth Measures 5. Determine application of Growth Measure in Evaluation 6. Make informed adjustments to State and local Models 	<p style="text-align: center;">Assessment Decision Required</p> <ul style="list-style-type: none"> • Translation of 2015 & 2016 PARCC assessments to a growth measure for application in Sept. 2016 as lag measure in Spring 2017 evaluations <p><i>(Will inform or count for personnel decisions)</i></p> <p>[Serious concerns remain about the State's ability to conduct a thorough investigation of the test score translation methodology and to determine valid</p>	<p>Annual</p> <p>Apply and refine Assessment Translation Decision to Evaluation</p>	<ul style="list-style-type: none"> • Translation of 2016 & 2017 PARCC assessments to a growth measure for application in Sept. 2017 as lag measure to Spring 2018 evaluations <p><i>(Will inform or count for personnel decisions)</i></p>

