

ESEA FLEXIBILITY
Maryland Amendment Submission

Dear Assistant Secretary:

I am writing on behalf of the Maryland State Department of Education (MSDE) to request approval to amend the State's approved ESEA flexibility request. The relevant information, outlined in the *ESEA Flexibility Amendment Submission Process* document, is provided in the table below.

Flexibility Element(s) Affected by the Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale	Process for Consulting with Stakeholders, Summary of Comments, and Changes Made as a Result
Principle 3: Supporting Effective Instruction and Leadership	<p>In the 50% student growth in the original State Teacher Evaluation Model teachers were measured as follows:</p> <p>Elementary/Middle School Teacher-Two Content Areas:</p> <ul style="list-style-type: none"> • 10% Reading MSA • 10% Math MSA • 20% SLOs • 10% School Index 	<p>Maryland proposes to change the Teacher Evaluation Model as follows:</p> <p>Elementary/Middle School Teacher-Two Tested Areas:</p> <ul style="list-style-type: none"> • 20% MSA Lag Measure on 10% Reading AND 10% Math • 15% Annual SLO as determined by priority identification at the LEA or school level • 15% Annual SLO as determined by priority identification at the classroom level <p>Elementary/Middle School Teacher-One Tested Area:</p>	<p>The approval of this amendment further increases the alignments and brings all 22 LEAs into compliance with the state model frameworks, allowing MSDE to focus the delivery of professional development and technical assistance to LEAs during the 2013-2014 and 2014-2015 school years.</p>	<p>MSDE began work on the process and identified an ESEA Flexibility Renewal/Extension Committee, holding its first meeting on October 8, 2013. The committee was co-chaired by Jack Smith, Chief Academic Officer and Penelope Thornton Talley, Chief Performance Officer. Public School Superintendents Association of Maryland (PSSAM) representatives to this committee included Kevin Maxwell, Superintendent of Prince George's County Public</p>

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	<p>Elementary/Middle School Teacher-One Content Area:</p> <ul style="list-style-type: none"> • 20% Reading MSA OR • 20% Math MSA AND • 20% SLOs • 10% School Index <p>Elementary/Middle School Teacher-Non-Tested Subject:</p> <ul style="list-style-type: none"> • 35% SLOs • 15% School Index <p>High School Teacher:</p> <ul style="list-style-type: none"> • 35% SLOs • 15% School Index 	<ul style="list-style-type: none"> • 20% MSA Lag Measure on either 20% Reading OR 20% Math • 15% Annual SLO as determined by priority identification at the LEA or school level • 15% Annual SLO as determined by priority identification at the classroom level <p>High School Teacher Tested Subjects:</p> <ul style="list-style-type: none"> • 20% Lag SLO 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 LEA or school level • 15% Annual SLO measure as determined by priority identification at the classroom level <p>K-12 Non-Tested Area/Subject Teachers:</p>		<p>Schools and Theresa Alban, Superintendent of Frederick County Public Schools. Other members represented the Governor's Office, the Maryland State Education Association (MSEA), the Baltimore Teachers Union (BTU), the Maryland Association of Boards of Education (MABE), the Maryland Association of Student Councils (MASC), the Maryland Association of Secondary School Principals (MASSP), and MSDE. This group met five times between October 2013 and February 2014 to collaborate on Maryland's ESEA Extension Request.</p> <p>In addition, Dr. Smith, Ms. Talley, and Mary Gable, Assistant State Superintendent for the Division of Academic Policy and Innovation, have</p>

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		<ul style="list-style-type: none"> • 20% Lag SLO measure based on School Progress Index Indicators (Achievement, Gap Reduction, Growth, College and Career Readiness), Advanced Placement Tests or similarly available measures • 15% Annual SLO measure as determined by priority identification at the LEA or school level • 15% Annual SLO measure as determined by priority identification at the classroom level 		<p>presented at multiple stakeholder meetings including PSSAM, meetings of the Assistant Superintendents of Instruction, the Principals' Advisory's Council, the Parent Teacher Association Meeting, Title I Coordinators Meeting, the English Language Learners (ELL) Advisory Committee, and the Family Superintendent Engagement Council.</p> <p>Finally, Maryland posted a draft of the extension request letter, the TPE Amendment, the TPE Transition Plan and the request for an additional waiver to the MSDE website and sent out email blasts alerting the public that it was posted for comment for two weeks. The information about the posting also went out in the Superintendent's Weekly email on March 17, 2014. MSDE received only one comment</p>
Principle 3: Supporting Effective Instruction and Leadership	<p>In the 50% of student growth in the original State Principal Evaluation Model principals were measured as follows:</p> <p>Elementary/Middle School Principals:</p> <ul style="list-style-type: none"> • 20% SLOs 	<p>Maryland proposes to change the Principal Evaluation Model as follows:</p> <p>Elementary/Middle School Principals:</p> <ul style="list-style-type: none"> • 20% MSA Lag Measure as determined by 10% Reading MSA and 10% Mathematics MSA • 10% School Progress Index 		

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	<ul style="list-style-type: none"> • 10% MSA Reading • 10% MSA Mathematics • 10% School Progress Index <p>High School Principals:</p> <ul style="list-style-type: none"> • 35% SLOs • 15% School Progress Index <p>Other Principals:</p> <ul style="list-style-type: none"> • 35% SLOs • 15% School Progress Index 	<ul style="list-style-type: none"> • 10% Annual SLO Measure as determined by priority identification at the LEA level • 10% Annual SLO measure as determined by priority identification at the school level <p>High School Principals:</p> <ul style="list-style-type: none"> • 20% SLO lag measure as determined by 10% HSAs and 10% AP Scores, SPI Indicators (Gap Reduction, College and Career Readiness, Achievement) or similar valid delayed measures • 10% School Progress Index • 10% Annual SLO measure as determined by priority identification at the LEA level • 10% Annual SLO measure as determined by priority identification at the school level <p>Other Principals:</p> <ul style="list-style-type: none"> • 20% SLO lag measure as determined by 10% HSAs and 10% AP Scores, SPI Indicators (Gap Reduction, College and Career Readiness, Achievement) 		<p>from MSEA stating their concerns about the TPE Amendment.</p>

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		or similar valid delayed measures <ul style="list-style-type: none"> • 10% School Progress Index • 10% Annual SLO measure as determined by priority identification at the LEA level • 10% Annual SLO measure as determined by priority identification at the school level 		

Attached to this letter is a redlined version of the pages from our approved ESEA flexibility request that would be impacted with strikeouts and additions to demonstrate how the request would change with approval of the proposed amendments. Please contact Mary Gable, Assistant State Superintendent, Division of Academic Policy at mgable@msde.state.md.us or by phone at 410-767-0472 if you have any questions regarding these proposed amendments and waiver.

MSDE acknowledges that the U.S. Department of Education may request supplementary information to inform consideration of this request.

Lillian M. Lowery
Chief State School Officer

March 25, 2014
Date