



Maryland's Turnaround Principles Model

The Maryland State Department of Education designed a state model as part of its previously approved Elementary and Secondary Education Act (ESEA) Flexibility Plan. Maryland's approved ESEA Flexibility Plan identified Priority Schools as Title I schools performing among the lowest five percent of Title I schools in the State and Title I high schools with a graduation rate below 60%. Maryland's ESEA Flexibility Plan was initially approved for the 2012-2013 and 2013-2014 school years. The data used for the identification of the initial list of Priority Schools was from 2009-2010 and 2010-2011 school years. The implementation of a new State assessment and the accountability waiver from the United States Department of Education (USED) prevented schools from exiting Priority identification. Given that Priority Schools were to be identified every three years and given that the data was not recent or based on the new State assessments, Maryland elected to identify a new list of Priority Schools for the 2016-2017 school year.

The School Improvement Grant (SIG) Application for Fiscal Years 2015 and 2016 allows SEAs with approved ESEA Flexibility plans, such as Maryland, to identify its SIG eligible schools from its new list of Priority and Focus Schools which is now based on current data. Maryland is committed to the continuous improvement of the State's low performing Priority Schools and Focus Schools with large gaps in achievement between subgroups.

Since the Maryland's Turnaround Principles Model was approved in Maryland's Flexibility renewal plan and Priority Schools will be developing such plans for implementation in 2016-2017. Maryland is requesting USED review and approve this model as Maryland's State-determined intervention Model for SIG. This model would be one of seven models available to any Priority or Focus school that applies for funding under the Title I 1003(g) School Improvement Grant. Maryland understands that to be approved, a State-determined model is a model that is designed to meet the definition of the whole-school reform model which is one designed to:

- a) Improve student academic achievement or attainment
- b) Be implemented for all students in a school; and
- c) Address, at a minimum and in a comprehensive and coordinated manner, each of the following:
 1. School Leadership
 2. Teaching and learning in at least one full academic content area (including professional learning for educators).
 3. Student non-academic support.
 4. Family and community engagement.

MSDE feels that the State-determined model meets all the above criteria. With USED's approval of Maryland's Turnaround Principles Model, Maryland will be able include the model in its submission of the SIG Application for Fiscal Years 2015 and 2016 to USED in May, 2016.