Maryland
Appendices III
March 31, 2015
REVISED June 24, 2015

Appendix III-C-A:

MSDE Response to Comments after Posting

Maryland ESEA Renewal
LEA and Stakeholder Comments/Questions and MSDE Responses

Principle	Comment/ Question	Response
1	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	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. 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.
1	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	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.

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

		lessons as models. 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. 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.
1	The procedure for giving PARCC to Special Education students is confusing and conflicting	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.
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	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.

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 approached 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

	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.	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.
3	The evaluation process is very time consuming.	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.
3	Lesson planning and other important work take a back seat to record keeping to prove that teaching and learning are taking place.	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.

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,

Delegate Anne Kaiser
Chair, Education Subcommittee
House Ways and Means Committee

Delegate Adrienne Jones
Chair, Education and Economic
Development Subcommittee
House Appropriations Committee
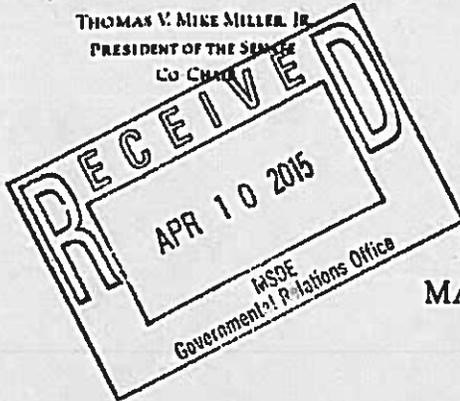
cc: Speaker Michael E. Busch
        Delegate Sheila Hixson
        Delegate Maggie McIntosh

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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.

Baltimore Area 410-946-5200 · D.C. Metro 301-970-5200
Other Maryland Areas 800-492-7122 · TTY 410-946-301-970-5401 or Maryland Relay Service
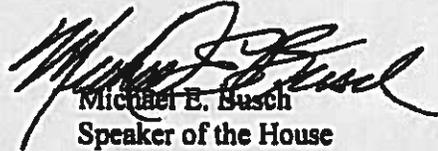
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Dr. Charlene Dukes
Dr. Lillian Lowery
March 30, 2015
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     We hope that USDE will approve Maryland's waiver so the State and our 24 local school systems can continue to have the flexibility to help 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

DEPARTMENT OF LEGISLATIVE SERVICES
OFFICE OF POLICY ANALYSIS
MARYLAND GENERAL ASSEMBLY

MAR 2 3 2015

Karl S. Aro
Executive Director

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.

Legislative Services Building · 90 State Circle · Annapolis, Maryland 21401-1991
410-946-5500 · FAX 410-946-5508 · TDD 410-946-5401
301-970-5500 · FAX 301-970-5508 · TDD 301-970-5401

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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

The Honorable Thomas V. Mike Miller, Jr., Co-chairman
The Honorable Michael E. Busch, Co-chairman
Members of the Legislative Policy Committee
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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 Lynne Blume Rosen, who contributed to the analysis, in the Office of Policy Analysis.

Sincerely,
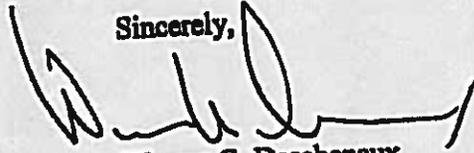
Warren G. Deschenaux
Director

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

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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

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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.

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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 SPI. 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

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Maryland
Substantive Changes to ESEA Renewal Application based on Public Feedback
March 24, 2105

</div>

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
Pages 65-67 Introduction	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.
Pages 81-86 Identification Category titles	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
Pages 68-69 Student Groups	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.
Pages 72-73 PARCC assessment performance level awarded points	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.
Pages 68-69 Additional Clarification:	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.

Section 2.D Priority Schools
2.D.i

Comments Copy	Revision

Page 139 Maryland's list will also contain any previously identified priority and SIG schools that have not met the state exit criteria.	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.
Pages 139-141 Removed the Definition of Persistently Lowest Performing Schools	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.
Page 137 Number of schools that are priority and SIG was confusing.	Revised number of Priority/SiG schools since 2010 from 19 to16. 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.
Page 141 Table describing steps to identify priority schools	During SY 2014-2015 Maryland is serving 420 Title I schools across 24 LEAs. Five percent of 420 is 21. Maryland will identify 21schools on or before January 31, 2016 to meet the requisite number of Priority Schools.

2.D.iii

Page 144 Breakthrough Center Description	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

	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.
	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.
Page 144 Original did not include a link to the approved SIG models.	Added language which includes a link to USED website. 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 *FY2014 SIG Application* located on the federal website at: http://www2.edgov/prgrams/sif/index.html.
Page 144 The following intervention and supports will be provided for all Priority Schools beginning with SY 2016-2017.	Changed language to better align with language and tables used earlier in the application. 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.
Pages 147-148 The Turnaround Principles	Removed specific criteria for the turnaround principles because they referenced earlier in section 2.D.iii (Elements of each model are described in the *FY2014 SIG Application* located on the federal website at: http://www2.edgov/prgrams/sif/index.html
Page 147 Financial Resources	Added a sentence to the first paragraph which clarifies that USDE is allowing states to not assign new ratings in 2015-2016. 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

	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.

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

	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. 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

Pages 157-159 Methodology to determine Focus Schools	Removed previous methodology because the accountability system is changing. Replaced with narrative to define Focus Schools. 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 the methodology with 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.iv.

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.	Revised Exit Criteria Explanation for Title I high schools 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.

2F. Provide Incentives and Supports for Other Title I Schools

Page 178 First and second paragraph reorganized into one paragraph.	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.

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

Appendix II-C-C

MARYLAND

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@qacps.org>, Clayton Wilcox <Wilcocla@wcps.k12.md.us>, D'Ette 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 <gethornton@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@wcboe.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.cl.k12.md.us>, Renee Foose <rfoose@hcpss.org>, Stephen Guthrie <shguthr@carrollk12.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>, Anne 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 - Viven Fisher <vivian_fisher@mail.cl.k12.md.us>, Carroll Co - Andrea Lucido <a_lucid@carrollk12.org>, Cecil Co - Margaret Brown <margaretbrown@ccps.org>, Charles Co - Debbie Iverson <diverson@ccboe.com>, Dorchester Co - Chris Daylon <daytonc@dcpsmd.org>, Frederick Co - Julie Roberson <Julie.roberson@fcps.org>, Garrett Co - Karen Brewer <karen.brewer@garrettcountyschools.org>, Harford Co - Debbie Howell <debbie.howell@hcps.org>, Howard Co - Kathy Chiacchio <kchiacchio@hcpss.org>, Kent Co - Paula Pyiannakis <pyiannakis@kent.k12.md.us>, Mont Co - Sandra Napoli <sandra_l_napoli@mcpsmd.org>, PG Co - Jackie Brown <jacquelyn.brown@pgcps.org>, Queen Anne's Co - Jacqueline Vassell <jacqueline.vassell@qacps.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@wcboe.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@seedschoolmd.org, monique.davis@pgcps.org, dheifman@mseanea.org, Betty Weller <bweller@mseanea.org>, Renee McGuirk Spence <renee.mcguirk.spence@gmail.com>, PSSAM ED <pssamed@gmail.com>, 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

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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

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visit www.daughtersandsonstowork.org

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2 attachments

State Board January 27, 2015 Minutes.PDF
2075K

State Board February.pdf
152K

MARYLAND

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
To: Barbara Canavan <Barbara.Canavan@hcps.org>, Carol Williamson <carol.williamson@qacps.org>, Clayton Wilcox <Wilcocla@wcps.k12.md.us>, D'Ette 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 <gethornton@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@wcboe.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.cl.k12.md.us>, Renee Foose <rfoose@hcpss.org>, Stephen Guthrie <shguthr@carrollk12.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>, Anne 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 - Viven Fisher <vivian_fisher@mail.cl.k12.md.us>, Carroll Co - Andrea Lucido <a_lucid@carrollk12.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@garrettcountyschools.org>, Harford Co - Debbie Howell <debbie.howell@hcps.org>, Howard Co - Kathy Chiacchio <kchiacchio@hcpss.org>, Kent Co - Paula Pyiannakis <pyiannakis@kent.k12.md.us>, Mont Co - Sandra Napoli <sandra_l_napoli@mcpsmd.org>, PG Co - Jackie Brown <jacquelyn.brown@pgcps.org>, Queen Anne's Co - Jacqueline Vassell <jacqueline.vassell@qacps.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@wcboe.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>, Sarah Spross -MSDE- <sarah.spross@maryland.gov>, Bernie Sadusky - MACC <bsadusky@mdacc.org>, khalek@seedschoolmd.org, monique.davis@pgcps.org, dhelfman@mseanea.org, Betty Weller <bweller@mseanea.org>, PSSAM ED <pssamed@gmail.com>, 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 (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.

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## 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

Appendix II-C-D

MARYLAND STATE DEPARTMENT OF EDUCATION
PREPARING WORLD CLASS STUDENTS
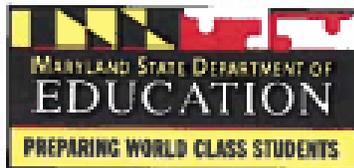
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  > Environmental Programs
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  ˅ ESEA Flexibility
    ▪ ESEA Flexibility
  > ESOL/Title III
  > Family Literacy
  > Financial Literacy
  > GED
  > Gifted and Talented
  > Homeless Education Assistance
  > Maryland Skills2Compete
  > Military Families
  > Multicultural Education
  > No Child Left Behind
  > PARCC
  > Parent Involvement Matters Award
  > Race to the Top
  > Residential Education Program
  > Response to Intervention
  > School / Community Nutrition
  > School Wellness Policy
  > Service-Learning
  > STEM Education
  > Teacher and Principal Evaluation
  > 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, 2013
- Approval Letter of Maryland's Guidelines for Teacher & Principal Evaluation & Support Systems (Principle 3), Jan. 9, 2013
- Maryland's ESEA Flexibility Application, Revised Nov. 2, 2012
- 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

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: 11.07.2012, Approved: 11.26.2012

Maryland Amendment to ESEA Flexibility Request Approval Letter
Posted: November 7, 2012

Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Plan
Summary of Maryland's Flexibility Plan (brochure)
October 2012

For additional information, please visit
http://www.ed.gov/esea/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

Level I: Distinguished
(Meeting or Exceeding State Target)

Level II: Proficient
(Meeting most targets)

Level III: Improvement Needed
and Focus Schools
(Persistent Low Performance)

Level IV:
Underperforming
(Persistent Lowest
Performance
_____
Priority Schools

Performance Level

Blue

Green

Yellow

Red
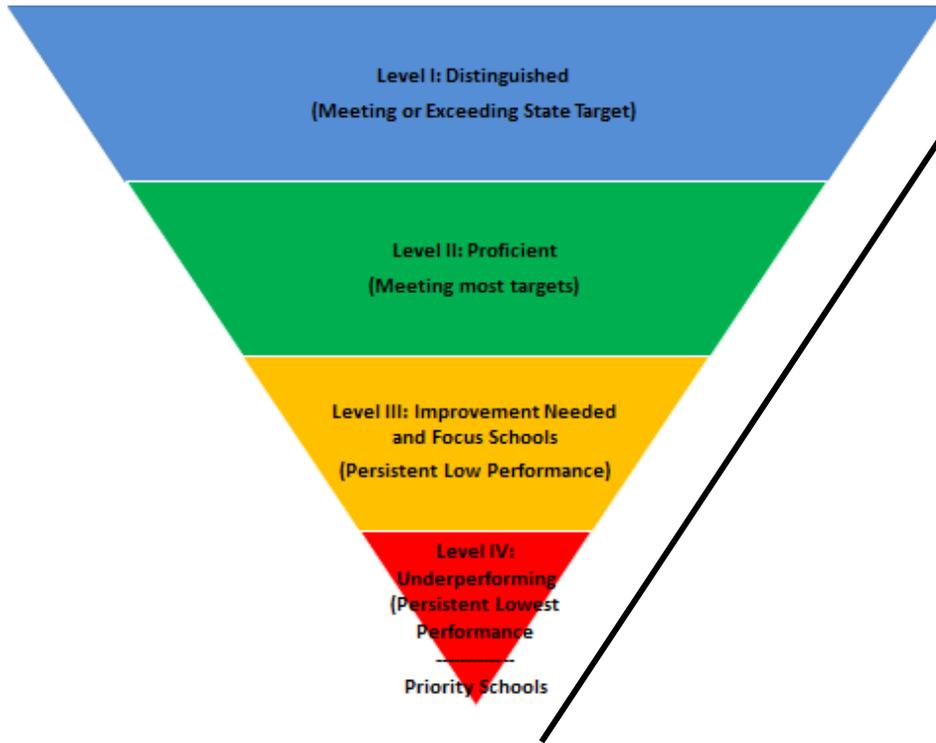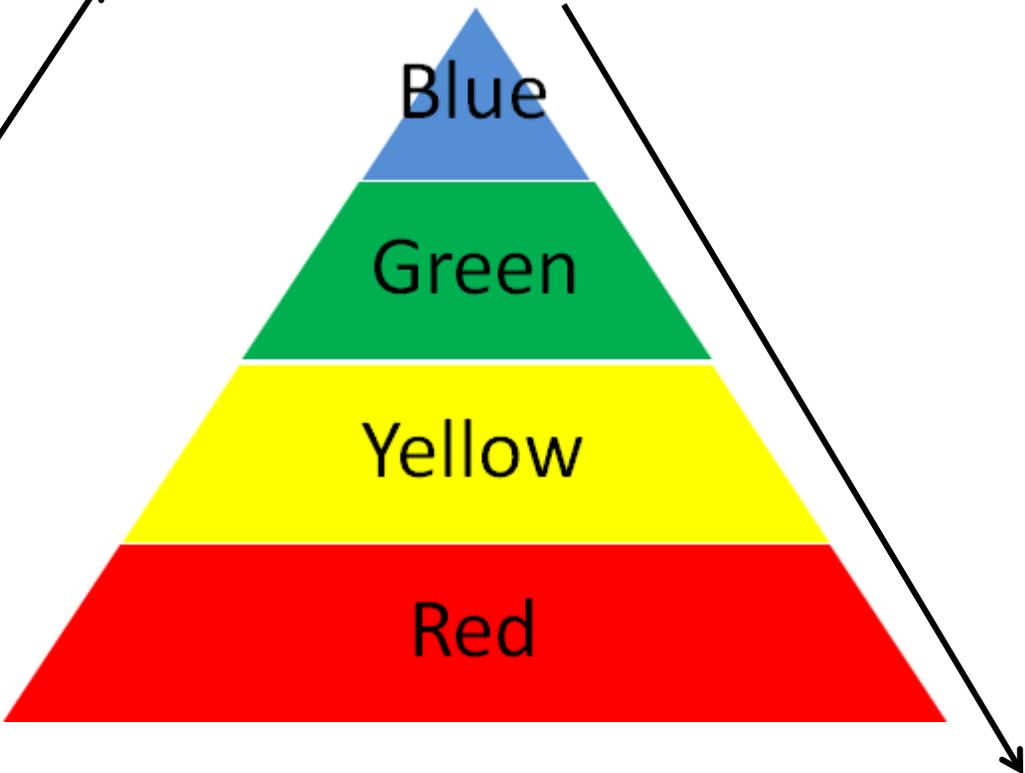
Support Level

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)**
• 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)**
• 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 (Full-day kindergarten is required by Maryland State law)			
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			
❑ 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:**			
❑ 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.			
❑ 2b Prevent ineffective teachers from transferring to priority and focused schools.			
❑ 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 ADDITONAL TIME FOR INSTRUCTION **The LEA must:**			
❑ 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:**			
❑ 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:

❑ 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			
❑ 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:

❑ 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 COMMUNTIY ENGAGEMENT
The LEA must:

❑ 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			

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			
❑ 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)			

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:**			
❏ 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			
❏ 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:**			
❏ 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.			
❏ 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)**
Requirements for Restart Model			
tied to teacher and student needs.			

REQUIRED COMPONENT 3: STRENGTHENING THE SCHOOL'S INSTRUCTIONAL PROGRAM
The LEA must:

❑ 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.			

REQUIRED COMPONENT 4: ENSURING DATA IS USED FOR CONTINUOUS IMPROVEMENT AND TO INFORM INSTRUCTION
The LEA must:

❑ 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			
❑ 4b. Ensure teachers and school-based leaders are provided time for collaboration on the use of data.			

REQUIRED COMPONENT 5: ENSURING SAFE AND SUPPORTIVE SCHOOLS
The LEA must:

❑ 5a. Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement such as:			

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			
students' social and emotional, and health needs.			
REQUIRED COMPONENT 6: ENSURING SCHOOL HAS ONGOING MECHANISMS TO SUPPORT FAMILY AND COMMUNTIY ENGAGEMENT **The LEA must:**			
❑ 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			
❑ 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)			

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)
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.**			
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.			

Appendix III-2-F:

Transformation Model

Appendix III-2-F

<table>
<tr><td>School Name and Number:
Intervention Model: TRANSFORMATION MODEL</td></tr>
</table>

<table>
<tr><td>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)</td></tr>
<tr><td>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</td></tr>
<tr><td>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.</td></tr>
<tr><td>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.</td></tr>
<tr><td>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.</td></tr>
<tr><td>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.</td></tr>
<tr><td>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.</td></tr>
</table>

| 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 <u>must</u> 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 (*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 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.			
A transformation model is one which the LEA must implement each of the following comprehensive instructional reform strategies			
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			

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)
Name of School:			
differentiate instruction in order to meet the academic needs of individual students			
A transformation model is one which the LEA must implement each of the following strategies to ***increase learning time and create community oriented schools***			
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			
A transformation model is one which the LEA must implement each of the following strategies to ***provide operational flexibility and sustained support***			
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
A transformation model is one which the LEA may implement any of the following strategies (12-26) to:

- 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)**
• 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)**
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 (b) Improving student transition from middle to high school through summer transition programs or freshman academies (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 (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate			
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 *LEA may implement additional LEA requirements or implement a themed school model.*			

Appendix III-2-H:

Whole School Reform Model

Appendix III-2-H

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<tr><td>

School Name and Number:

Intervention Model: WHOLE SCHOOL REFORM MODEL
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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)
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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)
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<tr><td>

School Name and Number:

Intervention Model: WHOLE SCHOOL REFORM MODEL
</td></tr>
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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.
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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:

- 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.
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Evidence of Effectiveness:
Describe, in detail, the Whole School Model Developer chosen. Explain how the model is evidence-based:
• At least one study meeting What Work's Clearinghouse evidence standards; and
• Has a statistically favorable impact on academic achievement and attainment.

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:			
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:**			
❑ 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			
❑ 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:**			
❑ 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.				
❑ 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 ADDITONAL TIME FOR INSTRUCTION **The LEA must:**				
❑ 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:**				
❑ 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:**				
❑ 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**				
❑ 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:**				
❑ 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 COMMUNTIY ENGAGEMENT **The LEA must:**				
❑ 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				
❑ 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

Appendix III-2-I

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

SEA Breakthrough Center	**LEA Turnaround Office**
• Core roles and responsibilities • Organizational structure (resources) • SEA-LEA partnership agreement	• Core roles and responsibilities • Organizational structure (resources) • SEA-LEA partnership agreement
SEA Delivered Supports and Interventions • Specific, targeted supports SEA will provide; aligned to seven principles *(TBD – but given diminished resources, will need to prioritize)* • Strong needs assessment process for schools • Expectations across MSDE divisions	**LEA Required Supports and Interventions** • Expectations/requirements for LEA support • Strong needs assessment process for schools

SEA/LEA Funding for Turnaround schools (SIG, other?)
- Summary of grant funding priorities and parameters
- Focus on sustainability and strategic use of resources

SEA/LEA Progress Monitoring Activities
- 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

Accountability
- 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

Maryland Framework for Evaluation

SY 2014-2015	SY 2015-2016	SY 2016-2017	SY 2017-2018

Oct.-June

1. Conduct year one Component performance and contribution analysis
2. Identify correlations of interest for year two

50% Professional Practice

Four Component measures
1. *Planning & Preparation*
2. *Instruction*
3. *Classroom Environment*
4. *Professional Responsibilities*

(Counts for personnel decisions)

Oct.-June

1. Conduct year two Component performance and contribution analysis
2. Make adjustments to Professional Practice Components

50% Professional Practice

Four Component measures
1. *Planning & Preparation*
2. *Instruction*
3. *Classroom Environment*
4. *Professional Responsibilities*

(Counts for personnel decisions)

Annual

Study and Refine Component measures

50% Professional Practice

Four Component measures
1. *Planning & Preparation*
2. *Instruction*
3. *Classroom Environment*
4. *Professional Responsibilities*

(Counts for personnel decisions)

Oct.-June

1. Conduct year one SLO performance and contribution analysis
2. Identify correlations of interest for year two

50% Student Growth

30%

- *One or more SLO*
- *Approved Local measures*

(Counts for personnel decisions)

Oct.-June

1. Conduct year two SLO performance and contribution analysis
2. Make adjustments to SLO Components

50% Student Growth

- *One or more SLO*
- *Approved Local measures*

(Counts for personnel decisions)

Annual

Study and Refine SLOs

50% Student Growth

- *One or more SLO*
- *Approved Local measures*

(Counts for personnel decisions)

Mar.-June

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

20%

- Use of 2015 PARCC assessments to inform district or school level SLO for application to Spring 2016 evaluations

(Informs personnel decisions)

Mar.-Aug.

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

Assessment Decision Required

- Translation of 2015 & 2016 PARCC assessments to a growth measure for application in Sept. 2016 as lag measure in Spring 2017 evaluations

(Will inform or count for personnel decisions)

[Serious concerns remain about the State's ability to conduct a thorough investigation of the test score translation methodology and to determine valid

Annual

Apply and refine Assessment Translation Decision to Evaluation

- Translation of 2016 & 2017 PARCC assessments to a growth measure for application in Sept. 2017 as lag measure to Spring 2018 evaluations

(Will inform or count for personnel decisions)

96

Nov.-June

1. Develop new State Accountability measure
2. Set baseline Accountability measures

Use of State Accountability Measures

July -June

1. Conduct research and trial applications to validate use in Principal evaluation
2. Conduct research to determine potential use in teacher evaluation

July -June

1. Collect year two accountability measure
2. Calculate progress measures
3. Determine evaluation values and parameters
4. Apply to principal and teacher evaluations
5. Make informed decision about use in evaluation

adjustments needed to improve the performance of evaluation models by August, 2016.]

Accountability Decision Required

- Translation or of new accountability measure into Evaluations

[Serious concerns remain about the State's ability to conduct a thorough investigation of the Accountability measure translation methodology and to determine valid adjustments needed to improve the performance of evaluation models by August, 2016.]

Annual

Apply and refine Accountability Measure translation decision to Evaluation

To be determined