ESEA Renewal

Maryland State Board of Education

February 24, 2015

Jack Smith
Chief Academic Officer

Penelope Thornton Talley
Chief Performance Officer
Principles of ESEA Flexibility

**Transitioning** to college- and career-ready standards and assessments (Principle 1)

**Developing** systems of differentiated recognition, accountability, and support (Principle 2)

**Evaluating** teacher and principal effectiveness and support improvement (Principle 3)

**Reducing** duplication and unnecessary burden (Principle 4)
ESEA Renewal

- A commitment to continue all work done under ESEA Flexibility
- A review of what we will do in the next 3 years
- This is not a look back, but a look forward
Principle 1: College- and Career-Ready Expectations for All Students

- College and Career-Ready Expectations for all students
  - Maryland College and Career-Ready Standards implemented in all schools 2013-2014 school year
  - Partnership for the Assessment of Readiness for College and Careers (PARCC) administered in all schools in 2014-2015 school year
Principle 1- Moving Forward

- College and Career-Ready conferences in summer 2015
- Support visit symposiums regionally to assess needs and provide professional development
- Continued meetings with the LEA content supervisors and leaders of instruction
- Student Learning Objective (SLO) training as an instructional resource
- Continued development of transition courses between K-12 and higher education
Principle 1- Special Subgroups

- Communities of Practice for Specialized Educators
- Tiers of supervision (Universal, Targeted, Focused or Intensive) for level of engagement focused on building local capacity to improve results of students receiving special education services
- ELL Specific sessions at the College and Career Ready Conferences
- Dedicated space on Blackboard for resources to support specialized educators
Phasing in PARCC

- **2014-2015**
  - Algebra I
  - Algebra II
  - English 10

- **2015-2016 Tentative Plans**
  - Add:
    - English 11

- **Future Considerations:**
  - Geometry
  - English 9
Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

- Schools and LEAs will be held accountable for the performance on core values.
- Performance will be calculated based on the core value results available for each year.
- Progress will not be available until 3 years of data are available in 2017-2018.
Principle 2: Proposed Phased Implementation

School Year 2015-2016
- Identify Schools Winter 2016
- Data: 2014-2015
- Core Values: Achievement, College and Career

School Year 2016-2017
- Identify Schools Fall 2016
- Core Values: + Growth + School + AMOs

School Year 2017-2018
- Identify Schools Fall 2017
- + Progress
### Principle 2: Proposed Changes with ESEA Flexibility

<table>
<thead>
<tr>
<th>Description</th>
<th>School Progress Index</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement of Student Proficiency On Assessments</td>
<td>Percent Proficient/ Advanced</td>
<td>To incentivize improvement at all levels and reward continuous improvement, points are earned depending on the PARCC proficiency level or scale score. Opportunity for both extra and partial credit</td>
</tr>
<tr>
<td>School Culture</td>
<td>N/A</td>
<td>Provide LEAs an opportunity to identify school culture indicators that are measurable, actionable and relevant to their geographical and demographic needs within their jurisdiction.</td>
</tr>
<tr>
<td>Methodology for Differentiation of schools</td>
<td>Strands 1-5</td>
<td>Schools and LEAs will be differentiated into High, Moderate, Low and Underperforming.</td>
</tr>
<tr>
<td>Measures</td>
<td></td>
<td>Addition of Government Assessment Addition of Dual Enrollment</td>
</tr>
</tbody>
</table>
**Principle 2: Achievement**

The PARCC Performance Levels range from 1 to 5 with 5 being the highest score. To incentivize improvement at all levels and reward continuous improvement, Maryland is proposing to assign points to each student participating. An outcome score will be determined for each LEA, school and student group.

<table>
<thead>
<tr>
<th>Performance Level*</th>
<th>Performance Level Description</th>
<th>Points per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Distinguished Performance</td>
<td>125</td>
</tr>
<tr>
<td>4</td>
<td>Strong Performance</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Moderate Performance</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Partial Performance</td>
<td>50</td>
</tr>
<tr>
<td>1</td>
<td>Minimal Performance</td>
<td>0</td>
</tr>
</tbody>
</table>

*Maryland will perform standard setting fall 2015 and performance level and/or scale score ranges will both be considered.*
Principle 2: Differentiation

High Performing

Meets or Exceeds Statewide, LEA and School Targets.

Moderate Performing

Targets are not all met.

Low Performing

Lowest performing schools in the state. Consistently demonstrating no progress. Gap narrowing targets not met.

Underperforming

Chronically Low Performing
Principle 2

- Annual Measurable Objectives (AMOs) will not be determined for this renewal
- New Priority, Focus and Reward Schools will be determined in January 2016
- Agency Wide plan for supports for Priority and Focus Schools (and ultimately all schools)
- Exit Criteria for Priority and Focus Schools will be “what gets you in, gets you out”
Recognizing and Supporting All Schools

Exemplary Schools

• SEA (ALL OPTIONAL)
  • General Options
  • Professional Learning
  • Professional Development
  • Title I
• LEA (ALL OPTIONAL)
  • General Options
  • Professional Learning
  • Professional Development
  • Data Analysis

I. High Performing Schools

• SEA (ALL OPTIONAL)
  • General Options
  • Professional Learning
  • Professional Development
  • Title I
• LEA (ALL OPTIONAL)
  • General Options
  • Professional Learning
  • Professional Development
  • Data Analysis
II. Moderately Performing Schools

III. Low Performance and Progress and Focus Schools
IV. Underperforming Schools
- Chronically Underperforming Schools
- Priority Schools

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

Professional Learning

Options:
- Standards Based Individualized Education Plan (IEPs)
- Data Analysis Workshop- Such as Classroom Focused Improvement Process (CFIP)
- Differentiated Instruction
- Lesson Planning
- Collaboration
- Sheltered Instruction Observation Protocol (SIOP)
- Specialized Instruction
- Universal Design for Learning (UDL)
- Targeted Student Learning Objectives (SLOs)
- Co-teaching

Other Topics based on a Needs Assessment

Method:
- Create Communities of Practice to Share Resources and Best Practices
- Webinars
- Conduct an Educator Symposium and/or EdCamp for an Individual School
- Face to Face Sessions
- Teleconferences
Principle 3: Supporting Effective Instruction and Leadership

1. **Professional Practice**
   - **Teachers**
     - Planning & Preparation
     - Instruction
     - Classroom environment
     - Professional Responsibilities
   - **Principals**
     - 8 Maryland Instructional Leadership Framework Domains
     - 4 Inter-State Leadership Licensure Consortium Domains (ISLLC)

2. **Student Learning Objectives (SLOs)**
3. **Test Score Translation**
4. **Use of New State Accountability Measure**
<table>
<thead>
<tr>
<th>SY 2015-2016</th>
<th>SY 2016-2017</th>
<th>SY 2017-2018</th>
</tr>
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<tbody>
<tr>
<td><strong>50% Professional Practice</strong></td>
<td><strong>50% Professional Practice</strong></td>
<td><strong>50% Professional Practice</strong></td>
</tr>
<tr>
<td>1. Conduct year-one Component performance and contribution analysis (MACC@WestEd 2/24/15)</td>
<td>1. Conduct year-two Component performance and contribution analysis</td>
<td>Study and Refine Component measures</td>
</tr>
<tr>
<td>2. Identify correlations of interest for year-two (3/4 &amp; 3/5 Sustainability Convening)</td>
<td>2. Make adjustments to Professional Practice Components</td>
<td></td>
</tr>
</tbody>
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### Student Learning Objectives (SLOs)

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<th>SY 2015-2016</th>
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<tr>
<td><strong>50% Student Growth</strong></td>
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</tbody>
</table>
| 1. Conduct year-one SLO performance and contribution analysis  
(CTAC Annual Report 9/27/15 Real Progress in Maryland & MSDE SLO Progress Survey Results 2/24/15)  
2. Identify correlations of interest for year-two  
(CTAC Annual Review April & May 2015 and March 3-4 Sustainability Convening) | 1. Conduct year-two SLO performance and contribution analysis  
2. Make adjustments to SLO Components | Study and Refine SLOs |
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<td><strong>50% Student Growth</strong></td>
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<td><strong>50% Student Growth</strong></td>
</tr>
<tr>
<td>1. Administer year-one PARCC Assessments</td>
<td>1. Administer year-two PARCC Assessments</td>
<td>Apply and refine Assessment Translation Decision to Evaluation</td>
</tr>
<tr>
<td>2. Report results</td>
<td>2. Report Results</td>
<td></td>
</tr>
<tr>
<td>3. Set baseline Student Growth Points</td>
<td>3. Reconstruct Maryland Tiered Assessment Index Translation of Growth Measures</td>
<td></td>
</tr>
<tr>
<td>4. Determine how to use PARCC data to inform year-two SLOs</td>
<td>4. Calculate Growth Measures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Determine application of Growth Measure in Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Make informed adjustments to State and local Models</td>
<td></td>
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## Use of State Accountability Measures (SPI)

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<td><strong>50% Student Growth</strong></td>
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<td><strong>50% Student Growth</strong></td>
</tr>
<tr>
<td>1. Develop new State Accountability measure (ESEA Renewal March 31, 2015)</td>
<td>1. Collect year-two accountability measures</td>
<td>Apply and refine Accountability Measure translation decision to Evaluation</td>
</tr>
<tr>
<td>2. Set baseline Accountability measures</td>
<td>2. Calculate progress measures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Determine evaluation values and parameters</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Apply to principal teacher evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Make informed decisions about use in evaluation</td>
<td></td>
</tr>
</tbody>
</table>

**Accountability Measure Decision Required**
Principal Evaluation…

As applicable, will follow the same design parameters and timelines
Strengths of Maryland’s Response to Principle 3

- Honors commitments made in spring 2014
- Complies with existing legislation
- Allows flexibility for the State and the LEAs to learn together and to inform decisions and direction at critical points on the timeline
- Comports with requirements from USED
Tentative Timeline

- Consultation = Ongoing
- Committee of Practitioners = February 19, 2015
- State Board Review = February 24, 2015
  - General Assembly = February 24, 2015
  - Public Posting (2 weeks) = February 24, 2015 - March 10, 2015
- Revised Documents to the State Board and the General Assembly = March 16, 2015
- Board Approval = March 24, 2015
- Submission to USDE = March 31, 2015
Questions?

Jack Smith
Chief Academic Officer
Jack.smith@maryland.gov
410-767-3646