

# 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
  - SY 2015-2016, 2016-2017, 2017-2018
- 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

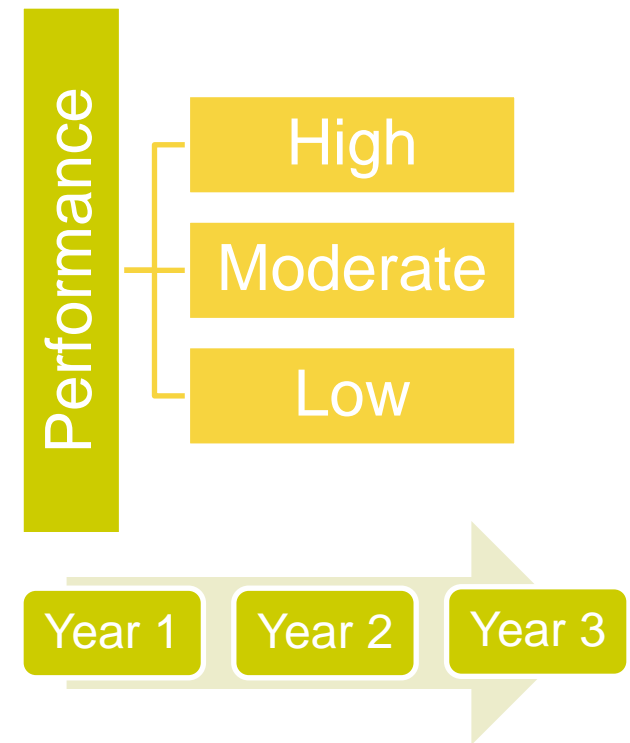
# Phasing in PARCC

---

- **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

Data:  
2014-2015  
2015-2016

Core Values:  
+ Growth  
+School  
+AMOs

School Year  
2017-2018

Identify Schools  
Fall 2017

Data:  
2014-2015  
2015-2016  
2016-2017

+Progress

# Principle 2: Proposed Changes with ESEA Flexibility

Description	School Progress Index	Change
Measurement of Student Proficiency On Assessments	Percent Proficient/ Advanced	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
School Culture	N/A	Provide LEAs an opportunity to identify school culture indicators that are measurable, actionable and relevant to their geographical and demographic needs within their jurisdiction.
Methodology for Differentiation of schools	Strands 1-5	Schools and LEAs will be differentiated into High, Moderate, Low and Underperforming.
Measures		Addition of Government Assessment Addition of Dual Enrollment

# 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.

Performance Level*	Performance Level Description	Points per Student
5	Distinguished Performance	125
4	Strong Performance	100
3	Moderate Performance	75
2	Partial Performance	50
1	Minimal Performance	0

*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

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

## III. Low Performance and Progress and Focus Schools

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

## IV. Underperforming Schools

- Chronically Underperforming Schools
- Priority Schools

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

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



# Menu 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

# Professional Practice

SY 2015-2016	SY 2016-2017	SY 2017-2018
<p align="center"><u>50% Professional Practice</u></p>	<p align="center"><u>50% Professional Practice</u></p>	<p align="center"><u>50% Professional Practice</u></p>
<p>October 2014 – June 2015</p> <ol style="list-style-type: none"> <li>1. Conduct year-one Component performance and contribution analysis (MACC@WestEd 2/24/15)</li> <li>2. Identify correlations of interest for year-two (3/4 &amp; 3/5 Sustainability Convening)</li> </ol>	<p>October 2015 – June 2016</p> <ol style="list-style-type: none"> <li>1. Conduct year-two Component performance and contribution analysis</li> <li>2. Make adjustments to Professional Practice Components</li> </ol>	<p>Annual</p> <p>Study and Refine Component measures</p>
		 <p>MARYLAND STATE DEPARTMENT OF <b>EDUCATION</b> Preparing World-Class Students</p>

## Student Learning Objectives (SLOs)

SY 2015-2016	SY 2016-2017	SY 2017-2018
<u>50% Student Growth</u>	<u>50% Student Growth</u>	<u>50% Student Growth</u>
October 2014 – June 2015	October 2015 – June 2016	Annual
<ol style="list-style-type: none"> <li>1. Conduct year-one SLO performance and contribution analysis (CTAC Annual Report 9/27/15 Real Progress in Maryland &amp; MSDE SLO Progress Survey Results (2/24/15))</li> <li>2. Identify correlations of interest for year-two (CTAC Annual Review April &amp; May 2015 and March 3-4 Sustainability Convening)</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct year-two SLO performance and contribution analysis</li> <li>2. Make adjustments to SLO Components</li> </ol>	Study and Refine SLOs

# Test Score Translation

SY 2015-2016	SY 2016-2017	SY 2017-2018
<p data-bbox="175 218 633 265"><u>50% Student Growth</u></p> <p data-bbox="112 304 610 344">March 2014 – June 2015</p> <ol data-bbox="112 419 602 861" style="list-style-type: none"> <li>1. Administer year-one PARCC Assessments</li> <li>2. Report results</li> <li>3. Set baseline Student Growth Points</li> <li>4. Determine how to use PARCC data to inform year-two SLOs</li> </ol>	<p data-bbox="788 218 1246 265"><u>50% Student Growth</u></p> <p data-bbox="707 304 1207 344">March 2015-August 2016</p> <ol data-bbox="707 419 1186 1258" style="list-style-type: none"> <li>1. Administer year-two PARCC Assessments</li> <li>2. Report Results</li> <li>3. Reconstruct Maryland Tiered Assessment Index Translation of Growth Measures</li> <li>4. Calculate Growth Measures</li> <li>5 Determine application of Growth Measure in Evaluation</li> <li>6. Make informed adjustments to State and local Models</li> </ol>	<p data-bbox="1377 218 1846 265"><u>50% Student Growth</u></p> <p data-bbox="1315 304 1460 344">Annual</p> <p data-bbox="1315 419 1779 572">Apply and refine Assessment Translation Decision to Evaluation</p> <div data-bbox="1126 682 1470 903" style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Assessment Decision Required</b></p> </div>

# Use of State Accountability Measures (SPI)

SY 2015-2016	SY 2016-2017	SY 2017-2018
<p data-bbox="175 218 633 265"><u>50% Student Growth</u></p> <p data-bbox="98 305 639 344">November 2014–June 2015</p> <ol data-bbox="98 419 625 748" style="list-style-type: none"> <li>1. Develop new State Accountability measure (ESEA Renewal March 31, 2015)</li> <li>2. Set baseline Accountability measures</li> </ol>	<p data-bbox="794 218 1251 265"><u>50% Student Growth</u></p> <p data-bbox="726 305 1170 344">July 2015–August 2016</p> <ol data-bbox="726 419 1219 1086" style="list-style-type: none"> <li>1. Collect year-two accountability measures</li> <li>2. Calculate progress measures</li> <li>3. Determine evaluation values and parameters</li> <li>4. Apply to principal/teacher evaluation</li> <li>5. Make informed decisions about use in evaluation</li> </ol>	<p data-bbox="1387 218 1845 265"><u>50% Student Growth</u></p> <p data-bbox="1335 305 1479 344">Annual</p> <p data-bbox="1335 419 1769 629">Apply and refine Accountability Measure translation decision to Evaluation</p>
<p data-bbox="1136 705 1452 939"><b>Accountability Measure Decision Required</b></p>		



---

## 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](mailto:Jack.smith@maryland.gov)

410-767-3646

